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SEPTEMBER 1961

A Seal for AVA

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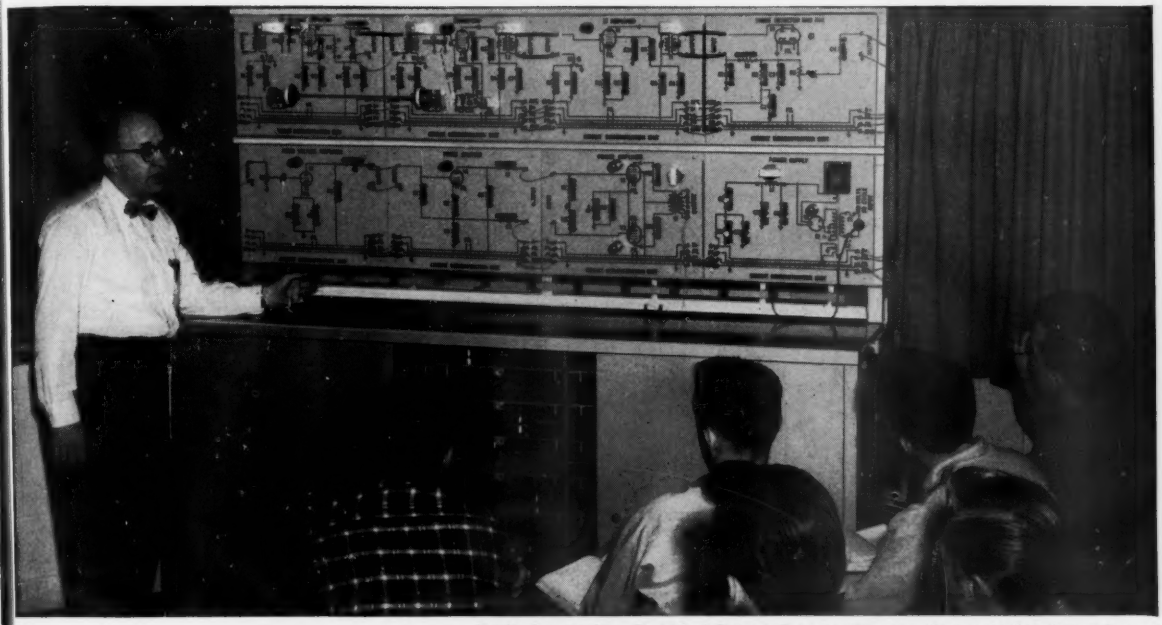

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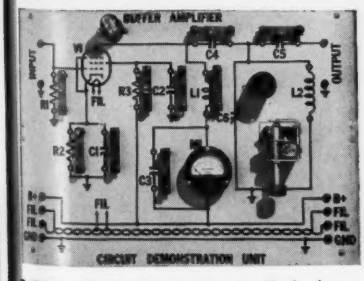

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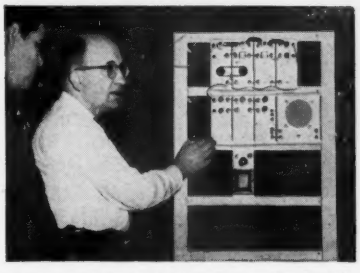

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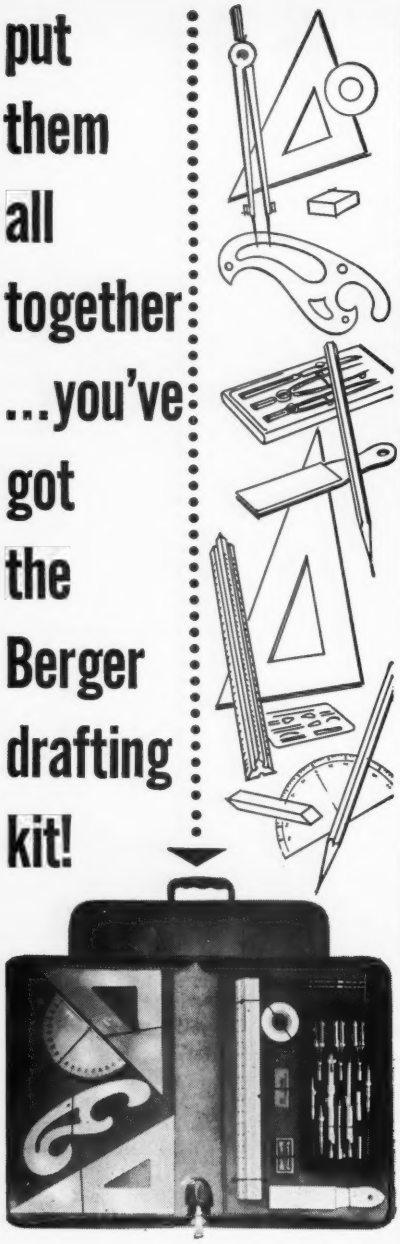

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HERE AND THERE

Mr. Teodoro Moscoso from Puerto Rico, one of the four honored citizens to receive the 1960 Award of Merit at AVA's 54th Annual Convention, has been appointed Ambassador to Ven-

ezuela by President John F. Kennedy. Mr. Moscoso has served as Chief of the Commonwealth Economic Development Administration and as a U.S. delegate to the United Nations Industrial Development Committee prior to being appointed to this key position. Said Juan Lopez Lopez, President of the Puerto Rico Chapter of AVA, "Puerto Rico has been deprived of the services of a devoted public servant, but the United States and Latin America have won a gifted worker for the cause of better inter-american relations.

Dr. Theodore J. Cote, appointed recently to the Trade and Industrial Education Branch, U.S. Office of Education, is serving as Program Specialist for the North Atlantic Region. He brings to the position wide experience in the field of vocational education in the State of Connecticut.

Before joining the Office of Education Staff, Dr. Cote was Assistant to the Director of the Kaynor Technical School in Waterbury, Connecticut. In this position he organized, supervised, and administered the Adult Education Division of the school, which involved approximately 1400 students enrolled in four programs—the technical institute, the trade supplementary, the part-time extension, and the adult homemaking program. Previous to this, Dr. Cote was an instructor-counselor at the Vinal Regional Technical School in Middletown, Connecticut, and coordinator of student personnel in Waterbury.

An estimated 73,565 new students were admitted to schools of professional and practical nursing in the United States during 1960, compared to 71,297 in 1959. The 1,152 professional nursing programs offered in hospitals, colleges and universities, and junior colleges, admitted 49,787 new students in 1960, an increase of almost 2,000 over the 47,797 who entered in 1959. Estimated admissions to practical nursing programs for the same period showed a slight increase from 23,500 to 23,778. There were 661 such programs last year compared to 607 in 1959.

The ratio of professional nurses employed full-time in the country in 1960 —231 per 100,000 population—is still short of the 300 per 100,000 considered a minimum goal. The overall figure for 1960 was 504,000 employed professional nurses, some 90,000 of whom were working part-time. There are over 220,000 licensed practical nurses in the country.

The June 30 *NEA News* carried the following item:

"Delegates (to the 1961 convention) voted on (an) amendment requiring that new active members must have not less than the bachelor's degree after August 31, 1964. . . ."

We thought this item significant because it means that many beginning teachers, particularly in the Trade and Industrial field will not be eligible for active membership in the NEA in the future.

James Wall began his duties as Executive Secretary of the National Vocational Agriculture Teachers Association on July 1. The new address for the national office of NVATA is Box 4498, Lincoln 4, Nebraska.

Two vocational educators were among the runner-ups in the *Look* magazine National Teacher of the Year project. They were Miss Alice Ruth Lee of Teague, Texas, and Kenneth H. Easter, Dos Palos, Calif. Pictures and brief sketches of the two outstanding teachers were published in the May 23 issue of *Look*.

Miss Lee, said the magazine, "could easily qualify as the town's best-loved citizen. She is an inspiration to her students and their parents as well." She is home economics director at Teague High School. She was also named Texas Teacher of the Year on June 1. Miss Lee has been a teacher for 37 years, 36 of them in Teague.

"Kenneth M. Easter is head of vocational agriculture at Dos Palos High School. His students won more American Farmer degrees in 1960 than those of any high school in the nation." That's the way *Look* described a man who has been given every possible honor in his profession in California, in his county, and in his other occupation, registered Hereford breeder. Mr. Easter is the son of a teacher and a farmer, the grandson of a teacher, doctor, and preacher. Both of Mr. Easter's sons, 18 and 22, received American Farmer degrees.

The Virginia State Department of Education has announced the promotion of George E. Wallace from assistant supervisor of trade and industrial education to supervisor. Wallace assumed his new duties on May 1.

He began his career in public education as an instructor of industrial arts in the Virginia School for the Deaf and Blind at Staunton. In 1939 he joined the Lynchburg public school system as an instructor in mechanical drawing at Robert E. Lee Junior High School and from 1945 to 1951 he taught vocational drafting at Monroe Trade School. He joined the State Department of Education in 1951 as an assistant supervisor of trade and industrial education.

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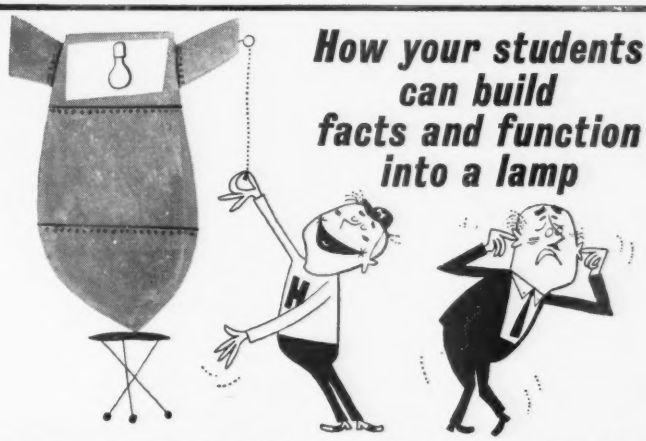

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Most public high school systems in large cities continue to require 16 units of course study for graduation, but the trend toward 17 or more units has increased since school year 1928-29, the U.S. Office of Education states in a new publication *Requirements for High School Graduation.*

The study written by Grace S. Wright, specialist for secondary education in the Office of Education, shows that, while in 1928-29 only one state, New Jersey, had requirements above 16 units, eleven states and three-fifths of the cities exceeding 50,000 in population now demand more than 16 units for graduation.

Harry Lewis, who has served as Coordinator of Vocational Curriculum Development (New York, N.Y.) for the past ten years has been appointed Director of Trade and Technical Education of the New York City School

System. A graduate of the Pratt Institute and New York University, Mr. Lewis entered the New York System as an instructor of electrical installation and practice. He is a life member of AVA and a leader of various national and local educational groups.

Dr. Fred S. Hultz, president of North Dakota State University of Agriculture and Applied Science, Fargo, N. Dak., died April 17. Dr. Hultz had been president of NDSU since August, 1948. Before coming to Fargo he had been professor of animal husbandry at the University of Wyoming for 25 years and had taught at Pennsylvania State University. He received his B.S., M.S. and Ph.D. degrees from Iowa State University.

A luncheon meeting of Kentucky vocational educators was held on April 22, 1926, resulting in the organization of the Kentucky Vocational Association. On April 7, 1961, the 35th Annual Meeting of the Association was held.

During the 35 years, 24 persons have been president of the Association, including the president for 1960-61, John Maguire. Five of the past presidents are deceased. Of the 18 living past presidents, 15 attended the annual meeting and were presented with certificates of recognition. Lieutenant Governor of Kentucky, Wilson Wyatt, spoke to the group on the value of vocational education. Two hundred fifty K. V. A. members and guests were in attendance. Seated, left to right: James L. Patton, Ata Lee, Maurine Collins, Virginia Rice, Mabel Harrison, C. O. Neel. Standing, left to right: Alfred Meyer, Paul Harris, S. S. Wilson, Stanley Wall, Ralph Woods, Luther Safriet, Devert Owens, George Ramey, Jewell Colliver.

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COVER: "A Seal for AVA", the theme of this month's cover design, is given more attention on Page 9. Our cover will, we hope, give you some thoughts on design for the emblem contest. Your participation in the AVA Seal Contest is earnestly solicited. Sharpen up your pencils, and let us hear from you!

PLEASE NOTE THE CONVENTION HOTEL RESERVATION FORM ON PAGE 29. IF YOU PLAN TO ATTEND THE 55th ANNUAL MEETING YOU SHOULD GET THIS FORM IN THE MAIL AS SOON AS POSSIBLE.

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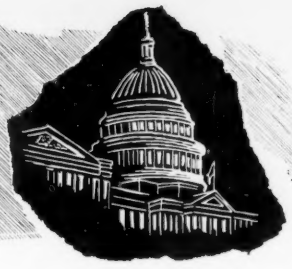

As we go to press, Congress is still in session. Most education measures are stalled — at least temporarily. So far, it has been a rather frustrating legislative year — one that has kept your AVA Washington staff quite busy.

The NATIONAL DEFENSE EDUCATION ACT OF 1958, of which Title VIII is a part, is bogged down in the House Rules Committee. Many are predicting that it, along with the general aid and other education measures, will not be approved in this session of Congress. The Defense Education measure has another year to run. It expires June 30, 1962. For the program to continue to function on an effective basis, it would be most desirable for it to be extended during this year. Proponents of the measure have not yet given up hope. The measure, which proposes to extend the National Defense Education Act, has been approved by the Senate Labor and Public Welfare Committee and by the House Education and Labor Committee.

Section 303(a)(3) (the so-called Bush amendment) has been amended by both the House and Senate Committees. The proposed amendments are not the same, but both are intended to broaden the scope of the measure so funds can be used on a broader basis. It now appears that the best strategy to get action on this measure during this session of Congress would be to obtain a simple amendment extending the measure for one year with no amendments of any sort. This could result in getting the measure before the House and Senate without crippling amendments, some of which are exceedingly controversial, especially the one that provides long-time loans at low interest rates to private schools. The simple amendment may be attempted as a last resort. It is our opinion that Congress will not adjourn without passing some sort of education legislation.

The measure which provides AID TO FEDERALLY IMPACTED AREAS has the most support among members of Congress due to the fact that it makes funds available to schools in a majority of the Congressional districts of the nation. The Administration has included this as a part of the general aid measure and is exerting pressure to keep it as a part of this bill in the hope of forcing action on such a measure.

LEGISLATION FOR UNEMPLOYED YOUTH AND ADULTS. This measure (S.1991 and H.R.8399) has been approved by both House and Senate Committees with little or no opposition. It authorizes federal funds for the training of unemployed workers and youth who have finished or dropped out of high school but lack marketable skills. It has the support of the Administration and has a 50-50 chance of being approved before Congress adjourns.

In its original form, some provisions of this measure were very objectionable to most vocational educators. Virtually all of the objectionable features were eliminated by the House and Senate Committees. Vocational educators are supporting the measure in the revised form. Your AVA played an important role in getting the bill revised.

If this measure becomes law, it is anticipated that more than $20,000,000 of federal funds will be made available the first year on a non-matching basis for the vocational training of unemployed workers and youth. In the second year, the amount will likely be increased to approximately $40 million with no matching required. In the third and fourth years, it is anticipated that the federal appropriation may reach $60 million annually to be matched with state and/or local funds.

One provision of S.1991 reads as follows: "Workers in farm families with less than $1,200 annual net family income shall be considered unemployed for the purpose of this Act."

If this measure becomes law, it could revolutionize vocational education programs throughout the nation. There is great need for a program this measure would

provide in order to help state and local authorities develop vocational training programs for the more than 5 million unemployed workers and approximately 500,000 unemployed youth of the nation.

APPROPRIATIONS — REGULAR PROGRAM. Appropriations, under existing laws, have been approved by both the House and Senate for the same amounts. The bill calls for the full amount authorized for agriculture, distributive education, home economics, trades and industry, $4 million for practical nurse training, and $12,800,000 (an increase of $3.8 million) for area vocational programs. This means that the appropriation for vocational education items will not have to be adjusted or considered by the House and Senate conferees as will some other items in the total appropriation bill — H.R.7035.

PRACTICAL NURSE MEASURE. This law has been extended for another four years and the restrictive language, limiting use of funds for new programs, has been eliminated.

THE DEPRESSED AREA LAW, approved during this session of Congress, authorizes a total of $4,500,000 annually for vocational education. The funds can be used for the training of unemployed people residing in areas certified as being depressed areas. Details of the operation of this program are in the process of being worked out by the several agencies of the Government that are involved. There appears to be no limitations on the occupations for which training may be offered.

YOUTH CONSERVATION CORPS. This measure (S.404 and H.R.8354) has been approved by both House and Senate Committees. The Senate version provides primarily for a work program for unemployed youth. It provides for little, if any, organized systematic training. On the other hand, the House version, as approved by the Education and Labor Committee, does involve training and authorizes the Secretary of Labor to exercise broad powers in encouraging and developing training programs. The House version may run into considerable opposition.

TASK FORCE. Most of the members of the "Advisory Committee" or "Task Force" on vocational education have been selected, but the group as a whole — as we go to press — has not been announced. The announcement should come any day. We hope to be able to announce the full membership in the October issue of the JOURNAL — as well as full details of pending legislation mentioned in this column. Congress is expected to recess early in September.

The year 1961 could yet prove a very successful legislative year for vocational education. A lot can, and often does, happen in the closing days of a Congressional session.

PEARSON RESIGNS. His many friends throughout the nation will regret to learn that Dr. S. M. McMurrin, U. S. Commissioner of Education, has accepted the resignation of Mr. James H. Pearson as Assistant Commissioner and Director of the Division of Vocational Education which became effective on July 31, 1961. For more than 30 years, Mr. Pearson rendered devoted leadership service in the field of vocational education. In 1955, he was chosen for the Superior Service Award of the Department of Health, Education and Welfare. During his tenure as Assistant Commissioner for Vocational Education, beginning in 1954, there was great progress in vocational education under his leadership throughout the nation. Federal appropriations for vocational education increased from approximately $26,000,000 to about $54,000,000 for the fiscal year ending June 30, 1962. Mr. Pearson's services and leadership will be greatly missed. The JOURNAL and AVA Washington Staff join his host of friends in wishing for Mr. Pearson many happy years of retirement.

Sincerely yours,

M. D. Mobley

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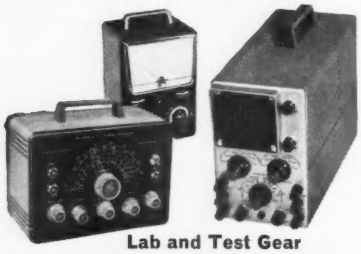

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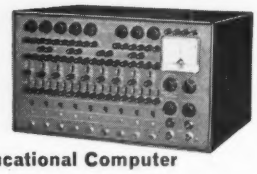

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Dallas L. Cornett, left, is shown making AVA history. He's receiving from Robert M. Reese, Ohio Vocational Association Secretary, the first membership renewal to be made on the new membership forms. Cornett's membership was received on June 21. New membership forms were put into use in mid-June. They are for the membership year starting December 1, 1961, to June 30, 1962.

Book publisher Prentice-Hall, Inc., of Englewood Cliffs, New Jersey, has announced a fellowship in the field of home economics for the 1962-63 school year. The American Home Economics Association will administer the $500 fellowship, to be made to a college senior, high school home economics teacher, or other home economics graduate. It is especially planned to encourage graduate study with a view to a career in home economics education. Application forms for the Prentice-Hall Fellowship may be obtained from the American Home Economics Association, 1600 Twentieth Street, N.W., Washington 9, D. C., after October 1, 1961. The fellowship recipient will be announced by April 1, 1962.

Ferdinand Rossy, Director of Puerto Rico's Industrial Arts Program, will retire in September — with nothing short of a record in educational longevity. Mr. Rossy served 25 years as an industrial arts teacher and *then* 23 years as general supervisor and director.

At least 80 school districts in the United States are now providing guidance and counseling services for older people, an Office of Education survey has revealed.

In determining to what extent local schools are making efforts to conserve and utilize the skills of the Nation's 27.5 million workers aged 45 or older, the Office of Education surveyed 4,863 school districts with enrollment of 1,200 or more students. The project was stimulated by the 1961 White House Conference on Aging.

An 88 percent response to the survey indicated that 80 school districts in 18 States had a planned program of guidance and counseling services during the period September 1, 1959 to August 31, 1960. Fifty percent of these programs were located in California and New York.

Stout State College, Menomonie, Wis., will hold its eighth annual Industrial Education Conference on September 22. As in the past, a large number of industrial arts teachers from Wisconsin, Iowa, Minnesota, and Michigan will be in attendance.

A day-long program, featuring speakers and demonstrators who are outstanding in their respective fields, is planned. Because this year's conference sessions have been set up on an hourly basis, each person in attendance will have the opportunity of attending four different sessions, instead of only two. Also planned are tours of Fryklund Hall, Stout's new million dollar shop - laboratory - classroom building, which is to be placed in service for the first time this fall.

George W. Davis, Secretary-Treasurer of the Old Dominion Vocational Association here presents E. L. Morse, ODVA President (right) with an AVA award "for contributions and leadership while serving as a state association president." Presentation was made June 29 at the banquet of the Sixth Conference of Vocational and Practical Arts Teachers of Virginia. The conference was held at Virginia State College, Petersburg.

A Seal for AVA

We've been busy!

We've been so busy, in fact, over the past 50 years that the Association has never gotten around to designing and adopting an emblem—or seal, symbol, device, or colophon. For many years you have seen the "Seal" shown immediately below, but it is strictly an informal sign used to identify rather than to designate.

Along with the American Vocational Association's proud history should go an emblem reflecting that pride in the past, as well as its dedication to the future of vocational education.

One of the cornerstones of our past was the Smith-Hughes Act (Public Law 347, 64th Congress) signed February 23, 1917. In just a few years that vital legislation will have been in effect 50 years. To commemorate the half century of vocational education progress derived from the Smith-Hughes Act, the AVA is planning many events and special activities. The adoption of a worthy emblem for the Association will play a part in the 50-year commemoration. The new AVA seal should be well established by the time the Smith-Hughes anniversary gets underway —the sign of a proud past, the symbol of a great future.

So . . . 1961 is the Year of the Seal. The entire membership of the American Vocational Association is asked to help. You are hereby urged to design an emblem and submit it to the headquarters office. You do not need to be a commercial artist—do the best you can. It's the design and originality that counts. If the idea is good but the art is rough, we will have an artist finish the sketch for you. However, entries should be in as finished form as possible.

The emblem will be used on official letterheads, banners, plaques, lapel pins, and awards. State associations and associated organizations will be urged to adopt the emblem wherever possible.

The design chosen to be the official AVA emblem will win its originator a Life Membership in the American Vocational Association. The Winner will be announced during the Kansas City Convention, December 5-8.

CONTEST RULES

1. **Deadline for submission of entries**
   All entries must be submitted to the Emblem Committee, American Vocational Association, Inc., 1010 Vermont Avenue, N.W., Washington 5, D. C. *on or before November 10, 1961.*
2. **Who may compete**
   Person submitting a design must be an A.V.A. MEMBER. Teachers, students, and youth clubs are invited to participate in designing the emblem but it must be submitted by an A.V.A. Member to be considered in the competition.
3. **Identification of originator**
   On the back of each entry will be shown the name and address of the person submitting the design.
4. **Design criteria**
   A. The design should provide space so that the name of an affiliated or associated organization may be inserted or overprinted, if desired, but so that the emblem will look well without such insertion or overprinting.
   B. Design should be based on the Official name of the organization— AMERICAN VOCATIONAL ASSOCIATION or the initials A.V.A., or a combination of both. This rule is not to restrict but to give direction to the design of the emblem.
   C. Each entry must be black and white finished art on 8½ x 11" paper.
5. **Judges and Rating Scale**
   A subcommittee of the A.V.A. Executive Committee will select five outstanding designs to submit to a panel of five judges—one from each field of service having an A.V.A. Vice President. The panel of five judges shall be made up of Past Presidents and Past Vice Presidents. Each judge will vote on each design and rate 1, 2, 3, 4, or 5 (1 high, 5 low). The design with the fewest total points will be recommended to the A.V.A. Executive Committee for final approval.

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Dr. McMurrin on Vocational Education

EDITORS NOTE: Since his appointment in March of this year, many vocational educators have asked about the views of Dr. Sterling M. McMurrin, U.S. Commissioner of Education, on vocational education. During the hearings before the House Subcommittee on Appropriations, Congressman John E. Fogarty of Rhode Island, Chairman of the House Subcommittee on Appropriations, asked the Commissioner pertinent questions about vocational education. Below we have presented verbatim excerpts from his statements which are contained in the Hearings on Appropriations for the Departments of Labor and Health, Education and Welfare for fiscal year 1962. We are sure that vocational educators everywhere will be pleased to learn that Dr. McMurrin has indicated by his testimony that he will give strong support to vocational education, including the continuation of Federal aid for the program.

Dr. McMurrin's Background

Mr. Fogarty. We will appreciate it if you would give the committee some of your background prior to your coming to Washington.

Dr. McMurrin. I will be very happy to. May I say, Mr. Chairman, in regard to my background, that before coming to my position as Commissioner of Education, I was professor of philosophy and academic vice president of the University of Utah. I have been a professor of philosophy at the University of Utah since 1948. In 1954, I became dean of the college of letters and sciences of that university, and in 1960, I became vice president of the university.

Prior to my tenure at the University of Utah, I was assistant professor of philosophy at the University of Southern California. My education was, for the most part, in the western part of the country, at the University of California at Los Angeles, the University of Utah, and the University of Southern California. I did some post doctoral work in eastern institutions.

Vocational Education

Mr. Fogarty. Do you support the vocational education system?

Dr. McMurrin. I support the vocational educational system as completely as a person could support anything. I believe, frankly, that one of the great weaknesses of our Nation lies in the fact that we have not adequately adapted our manpower potential to our manpower needs through a system of education that educates at all levels for all of the tasks of our society. I think this is one of our greatest needs.

Mr. Fogarty. There are some things you just cannot educate for out of books. How are you going to educate a person to lay brick, for instance?

Dr. McMurrin. Well, I would think, sir, that the best way to learn how to lay brick would be to become an apprentice to a first-class bricklayer . . . I think there is an increasing recognition that the old apprentice system in vocational education is a system that has great merit and nothing can quite substitute for the learner, nothing can quite substitute for his being in the presence of a person who really knows the skill and really knows the profession . . .

One of the problems, in my opinion, of our vocational education, is that apparently, all to often, the vocational school is a school set up in some abandoned industrial building. In my city, the vocational school, which is operated by the State, is, I believe, in an old laundry. Vocational education, from the standpoint of manual skills, mechanical skills, is not intimately tied up with education in such things as the English language, sociology, history—in other words, vocational education needs to be put on a higher level from the standpoint of its attractiveness to our society to give it not simply an impetus in the direction of skills, but also a careful involvement with a liberal education.

I think it is outrageous, for instance, to have a vocational school in which there is not an opportunity for all of the students to study such things as English, history and mathematics. It seems to me that vocational education should include a first-class foundation for a liberal education . . .

The high school that I attended myself was in certain respects a vocational school, the Manual Arts High School in Los Angeles. The name of the high school indicates the fact that it was strong in the manual vocations. The students there did everything, from building boats and airplanes to majoring in Latin. It just happens that I majored in Latin, but among other things, I became rather skilled at handling a machine lathe and a few things of that type.

Chamber of Commerce Views

Mr. Fogarty. The Chamber of Commerce (Chamber of Commerce of the United States) said that this appropriation ought to be cut by 20 percent. They say that this is not a proper function of the Federal Government and that the responsibility for financing vocational education should be returned to the State and local governments. Realizing the sudden termination will mean undue hardship on the recipients, termination of vocational education assistance is recommended to be done in consecutive steps over a 5-year period. . . . They want to eliminate the vocational education system entirely, as far as the Federal Government is concerned. What do you say about that?

Dr. McMurrin. I would say, Mr. Chairman, that the vocational education system has just as much place in the Federal financing of education as anything else in the educational system. The only basis upon which, in my opinion, one could argue that vocational education should not receive Federal support would be simply to insist that the Federal Government should not give any financial support to education, a view which I, personally, do not hold. I think it is just as proper for the Federal Government to support vocational educational as it is for the Federal Government to invest Federal funds in ordinary secondary, elementary, or higher education.

TRAINING WILL COST MORE

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Reprinted from April, 1961, issue
NATION'S BUSINESS

You can expect to spend more to train workers in the years ahead. The time you devote to training, retraining also will rise.

Reason: Serious shortage of skilled workers is shaping up. Thousands of good jobs are going without takers while jobless workers lack the skills the jobs require.

Many unfilled openings are in areas of high unemployment. These are regions Administration plans to doctor with federal subsidies.

On scarce list are skilled craftsmen, qualified secretaries, people with ability to handle sophisticated office equipment—as well as engineers, scientists, technicians, able managers.

* * *

Shortage of skilled manpower worries men charting economic outlook. They warn that unless we train more skilled people we face problem of growing number of unemployable workers.

* * *

Facts Show: Job opportunities for unskilled are shrinking steadily. More than 800,000 workers currently idle are unskilled. By contrast, only three out of every 100 jobless are professional, technical workers.

Problem is: Unless better job is done in matching worker training with job requirements, number of unskilled jobless will climb sharply. At same time, demand for professional and technical people will soar—going up by at least 40 per cent between now and 1970.

In weighing economic projections, you'll want to consider these facts: Labor force this year is expected to grow by 1.2 million—and increase an average of more than that each year through the decade ahead. This compares with an annual average increase of 850,000 in past decade.

Most new work force entrants will be inexperienced. Projection shows 26 million additional young people will be looking for jobs between now and '70. To get net gain, you'll have to subtract number who die, retire, leave labor force.

By 1970 U. S. will have a total labor force of 88 million workers—and 92 million by 1975—compared with approximately 70 million today.

* * *

What will new workers be like? Education level of most will be higher than averages since World War II. But problem areas will develop. Example: Labor Department estimates that 7.5 million young people won't finish high school in next 10 years. About 2.5 million won't even complete grade school. This means a growing pool of youngsters ill fitted for most future jobs.

* * *

Training is key to producing skilled workers nation will need. It's also key to avoiding massive federal intervention. Numerous measures are being recommended by business leaders, unions, government officials. Among them: More support for

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The Future of Automotive Service Instruction

Harry A. Williams

Automobile Manufacturers Association

WHEN THE ARGONAUTS set out on their great explorations, you will recall that they were doubly protected by lookouts—one who could see into the future and another who could look into the past.

We can well emulate the Argonauts today. We can look back on more than a decade of unparalleled industry-education sharing, an effort which has, we feel, been of tremendous mutual value. From this cooperation has come credit programs for automotive industry courses for teachers, college scholarships for prospective teachers of automotive mechanics, summer programs for instructors of the subject, our own far-reaching project with the University of Michigan, and, among other results, *Standards for Automotive Service Instruction in Schools.*

The keystone is that publication. In its revised new edition, which is the product of reactions from all fifty states and of the hard work of experts from industry and education, *Standards* in its outline tells almost the complete story.

For all of you who want to encourage other industries to aid in the creation of beneficial teaching and curriculum materials, let me commend the technique which AVA and the Automobile Manufacturers Association have used:

Ford Motor Company

we *share* the chairmanship of a conference. Then we seek out and, fortunately, get the leaders in the teaching field. Combining these groups with the top service people from the manufacturing companies, we have, then, real experts. The sessions held by these men are creative and constructive, for they are readily convinced of the mutual problem which they alone can help to solve. From such a background comes the *Standards* guide.

It begins with opportunities in the automotive service industry.

Those opportunities, in the traditional words of any commencement speaker, are limitless. The young man of character and background has, in this business, not only monetary reward potential but, in addition, the challenge of the creative craftsman and his pride in good work. His responsibilities can be equated with his acceptance of challenge.

I cannot agree with those who state, usually pompously, that the only thing we know about the future is that it will be different. Instead, I agree with the philosopher who said, "That which comes after ever conforms to that which has gone before." Educators certainly would concur in this thought, for your lives are devoted to the earnest effort to shape the future through the knowledge and skills you impart to youth.

Thus the future, based on our knowledge of the present, can be surveyed. The impact of the automobile on our daily living is one of the great stories of this century. We need only recall the past to appreciate the automobile's contributions to the present, contributions so common that we accept them without thinking.

The size of our country inevitably means that some of us cannot know as much as we would like to about others. Some of you, for example, because of your city orientation, may not be aware that one youngster out of every three gets to school in a school bus. If you live near a city you are probably aware that 14 per cent of all households in the country own two or more cars. And if you are involved, as many of you are in your work, in planning buildings, you are more than well aware of the essentiality of the parking lot.

One business out of every six is automotive in nature,

with one person of every seven employed in the manufacture, sales, service, or commercial use of cars and trucks. And increasing leisure, combined with an ever-increasing level of schooling, has made the vacation trip, the long week-end, the holiday period an opportunity for Americans to see our country in a way never before dreamed of in any civilization. And speaking of civilization, the exchange of a restricted, narrow view for a broader and more understanding one has been one of the standards of a developing culture. The share played by travel in this development is a very large one, and for Americans more than 90 per cent of vacation and other trips for pleasure are made in the family automobile.

It is into this kind of business that we feel young men can be guided, after appropriate school experiences, with the assurance of a future that will be challenging.

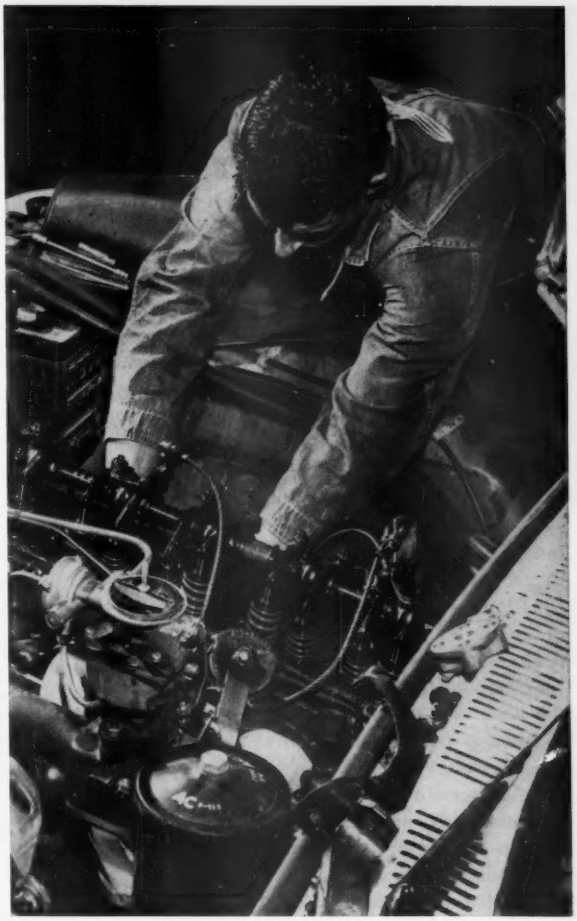
Just how challenging is an interesting prospect. Statisticians in our industry generally foresee an annual increase of about three per cent in new car purchases. Industry forecasters foresee 25 million more motor vehicles on highways by 1970, which would mean a total of 100 million vehicles being used to transport goods and people.

We in the automobile manufacturing industry are highly conscious of the total field of opportunities created by our industry. This feeling was summarized in the slogan of our National Automobile Show—"Wheels of Freedom." Transportation, whether of people or goods, is a vital and growing field. The great network of highways planned for our nation (41,000 miles are being planned) is a means toward an end—safety, economy, and creative pleasure. The vital exchange of goods, of components, of food, and even of services depends on our highways. As the freeways develop, so will our economy prosper, and our private lives benefit.

In this expanded concept of our industry's future we invite attention and participation. The young man who has solid grounding in automotive mechanics is a fine source of talent for managerial work in this industry's dealerships, and in the supervision of truck fleets. Motor vehicle manufacturing and allied industries require technicians, designers, engineers, sales forces—all of them contributors to this fundamental field. Beyond these lie the areas of engineering and highway construction, the great future of recreation facilities, the need for skilled people in the housing of travelers, with these but a few of the opportunities our expanded transportation system creates. All of them together are a part of a richer future, with the service industries employing more and more people each year.

In telling the broad story of these opportunities, we devoted one tremendous hall—104,000 square feet—in Detroit to an "Auto Wonderland" for our National Automobile Show. The show itself, which drew 1,403,000 people in its nine-day run, was beautifully supplemented by this show-within-a-show. "Auto Wonderland" revealed the careers of the industry from styling to highway engineering in five-section coordinated display. Incidentally, Detroit schools were closed for two afternoons to permit Detroit's teachers to visit—and we had over 10,000 of them with us. In all, we arranged for some 40 suburban school systems to send their teachers in at early hours.

This is the kind of vibrant attention we want to continue to foster, capitalizing on our youngsters' keen interest in things mechanical, and their equally keen desire for guidance in a world of thousands of potential vocations.



Opportunities is indeed rightly the first section of our *Standards* book.

Next is guidance. Here, we of the industry, in combination with the University of Michigan, are doing our best to devise a test which will aid in the proper selection and guidance of students who have a potential in the automotive technician field. Now midway in its progress, the study is already being hailed as a pioneering effort on the part of industry and education, potentially of real importance in the total guidance field.

Of buildings, shops, supplies and equipment I would remind each of you that the automotive manufacturing industry has never ceased to provide counsel and materials.

Cooperative work training, both for students and teachers, is a developing field—the industry frequently makes its centers and facilities available for both students and teachers—and with mutual benefit, we are sure.

The summary of the last few years would not be complete without real recognition of the in-service education and training given the thousands of men currently employed by dealers. Each year over 5 million man-hours of specialized instruction are given by the training facili-

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Distributive Education Today and Tomorrow

by

John A. Beaumont

U. S. Office of Education

SERVING THE educational needs of those engaged in distribution and marketing, whether they be preparing themselves for entry, attempting to upgrade themselves in their specializations, or involving themselves in decision-making activities, requires an understanding of the basic concepts of the field in relation to occupational preparation and development. In the field of distribution, one is expected to grow and develop through an occupational pattern which is composed of a series of jobs. Particularly in the beginning stages of this pattern, the jobs may not be ends in themselves in the sense that one assumes this job as a lifetime occupation. Rather these jobs become clusters which lead to more important responsibilities which become family-supporting occupations. This in no way is to indicate that the field will not always include a large group of workers who perform various jobs in these clusters primarily as a means of obtaining supplementary income.

In framing an educational program for distribution, there has to be a recognition of the long range needs of the individual, as well as the training need for each specific job. Principles become an important part of the educational program, for it is these principles that underlie the operational activities and provide an understanding of why various functions are performed. It is quite understandable, therefore, that distributive education has come to be a term which identifies a program of instruction in distribution, marketing, and management. Included in the framework of the distributive education program is instruction which develops concepts and principles, and also instruction in the performance of operating techniques of distribution.

This approach to education for distribution implies that the instructional program will include basic courses in such areas as economics, marketing, and management. Further, it implies that the principles developed in these courses will be amplified in instructional programs that enable the individual to effectively apply these principles in operating practices. The application of these principles can be introduced at all levels of activity, from the beginning entry jobs to those jobs involving extensive responsibility. Instruction of this nature demands the services of those who have extensive depth in the areas noted, which depth is also supplemented by an understanding of the techniques which are used in the marketing processes.

An educational program of this type implies a breadth in the whole field of distribution. This educational program for distribution would also involve many aspects of the public education program, including communications skills, mathematics, and the behavioral sciences. Further, the extensive range of distributive occupations, which is defind as those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services in such business establishments as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk-bearing, infers a comprehensive responsibility. The breadth of distribution combined with the encompassing nature of the current definition of distributive occupations points to certain directions in the further development of the distributive education program.

Program Approach

During the development years of the program there was a tendency in all areas of the program to offer isolated courses which were designed to meet a specific need. Insufficient attention has been given to the development of a program which would offer a series of courses leading to occupational proficiency in a particular segment of distribution. Currently much thought is being given to the development of a total program in distributive education. In its overall aspect this program approach envisions courses of a preparatory nature at the secondary level, courses of a general and specific nature in the high school cooperative program, courses of a general and specific nature in post high school cooperative program, and a series of courses to fit the needs of various occupational areas and occupational levels for adults engaged in distribution.

In the adult area, the emphasis is on the development of a series of courses for various occupational areas and occupational levels. It is not presumed that all individuals will complete the total series of courses, but it is hoped that many individuals will find it advantageous to complete a number of courses in the series. An example of this kind of development is evident in the small business management programs which are usually initiated with a course in administrative management encompassing a broad field of management responsibilities. This general course is then supplemented with a series of courses dealing with specific problems.

Career Objectives

Another direction of importance is the adoption by each student of a career objective, particularly by those students who are preparing for entry into the field of distribution. Beginning jobs in many phases of distribution may be considered simple and repetitive in nature. Setting the goal of an individual student as one of these beginning jobs is frequently unrealistic. The idea of a career objective suggests that there is a continuing process of development within an occupational area for which the student has indicated ability and expressed interest. For instance the student may have selected the food industry, which becomes his career objective rather than limiting his goal to a beginning job in the food industry.

In the program approach the competencies of the individual still determine at what point he might enter the program, for it is conceivable that previous experiences and education will enable the individual to enroll in an advanced stage of the program. For example, a student might enter post high school cooperative courses without having been enrolled in high school cooperative courses.

The program approach can be illustrated where the distributive education offering involves a close relationship between the high school program and the post high school program. Students entering high school cooperative courses have a basis of preparation and understanding, as a result of preparatory courses. These students will therefore enter the high school cooperative courses with an appreciation of the purposes and with the abilities needed to orient themselves more readily to an instructional program which is supplemented with on-the-job experiences. Those students completing the high school program who have goals for higher level positions in distribution are able to continue their education either in a general nature or in more specific areas in the post high school cooperative program. Particularly do the post high school cooperative programs offer opportunities for students to specialize in programs leading to positions of supervisory nature or to positions in the sales field which require extensive product knowledge, judgement, and maturity.

The combination of the program approach and the career objective emphasizes that the only terminal aspect of the program is the student himself. The program approach offers an educational opportunity, the career objective sets a goal which envisions a series of progressive steps, of which the current training program may be at the beginning, the middle, or the end of the sequence visualized. Thus the student, limited only by his abilities, his interest, and his motivation, determines his own terminal points in his occupational development.

The career objective fits readily into the program of the Distributive Education Clubs of America which organization provides an opportunity for students in the high school cooperative and the post high school cooperative programs to develop as responsible citizens in their chosen occupation. The Distributive Education Clubs of America create situations for youth to practice leadership roles as they would be expected to perform leadership roles as representatives of distribution in the community. Thus the program of the Distributive Education Clubs of America envisions that the student will be assuming greater responsibilities as he grows and develops in his chosen occupational field.

Recognizing Economic Potential

Distributive education is responsible for meeting the needs of the individual enrolled in the program. To fully serve this individual the program must be concerned not only with the instructional needs of the enrollee, but also with the economy in which the enrollee is to engage in his chosen occupation. The tendency must be avoided to be concerned only with the occupational development of the individual, and too little concerned with how this individual is to find an employer for his abilities and competencies. Distributive educators today are concerning themselves through research with how education for distribution can serve to develop the potential within a particular economic area. In these days of persistent unemployment, there is still a tendency

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Distributive education is fast becoming one of the most significant educational ventures in this country. With the maturating process has come the acceptance of distributive education as a distinct *program* serving the educational needs of those engaged in the vast area of distribution and marketing.

This acceptance and expectation is not confined to distributive educators but has permeated into the thinking of personnel in distributive enterprises in increasing numbers, Marketers, whether they represent a small corner drug store, a national company, a local, state or national trade group are fast becoming aware of the unique contributions distributive education is making and can make.

Distributive education must of necessity emerge as an identifiable area of education in order that the services of this program are readily recognized by those whom we serve and expect to serve.

Because the program approach to distributive education deserves widespread understanding and acceptance, members of the D.E. division invited Mr. John A. Beaumont to prepare an article on this subject. The *Journal* is proud to present this statement of philosophy in its first issue of the new school year.

Edwin L. Nelson
D.E. Editor

AGRICULTURE in the Soviet Union

Mark Nichols

State Director, Vocational Education
Utah

AGRICULTURE STILL REMAINS one of Russia's major economic problems. It is reported that approximately one-half of her total labor force is engaged in farming as compared with nine per cent in the United States. From observations one is inclined to think that Russia's farm workers are not yet producing enough food and fibre to adequately meet the needs of her 220 million people. The Russians live essentially on a carbohydrate diet with approximately 80 per cent of their calorie intake coming from grains and potatoes. This is in great contrast to our heavy protein diet obtained from meat, eggs and dairy products.

Russia is 2.4 times the size of the United States with potentially far more tillable acres. Approximately 70 percent of her productive farm lands are located in latitudes corresponding to those of the United States-Canadian border. This creates a real crop production problem when the length of the frost-free growing season in much of the farming area is not more than 105-115 days. Only a small part of Russia's most productive farm lands has up to 170 frost-free days which approximates that in our corn belt. Russia, then, is a cold country where corn generally cannot be grown abundantly. Her production in corn is currently reported to be only one-twelfth of the United States. This prompts one to say in appreciation, "Thank God for the corn belt in America." It is little wonder that Nikita Khrushchev headed for the Garsk farm in Iowa on his 1959 visit to the United States. He seems very anxious to learn how to grow corn more abundantly in the Soviet Union.

United States production of all grains nearly doubles that of the Soviet Union, and we more than double Russia's production in meat and eggs. She does, however produce sugar beets in large amounts.

Much of the farm labor in the Soviet Union is still done by hand. A high percentage of the workers are women. Farm mechanization, however, is making rapid gains; yet, according to her own claims Russia has only about one-fifth the number of tractors per one hundred acres of tilled land as does the United States. Most of them are of the crawler type and nearly all are diesel. We visited the Soviet Union Agricultural and Industrial Exposition in Moscow and were impressed with the exhibit of farm machinery, all of which was manufactured in Russian factories. This machinery included cotton harvesters, threshers, combines, a six-bottom moldboard plow, many other tillage implements and tractors of various kinds as well as hay and grain driers. It is reported that over eight million Russians visited this exhibition last year. We were im-

pressed with the mechanical excellence of the machinery, but whether or not it has efficient agricultural performance is another question.

We also visited the Minsk Tractor Factory where 15,000 workers are producing 100 tractors per day. This output is three times what it was two years ago according to the manager, but only one-third of what he anticipates it will be two years hence. Here we saw the Byeloruss tractor which looks very much like an International Harvester Farmall. We were impressed with the close resemblance of other Russian machinery to some of ours in America. They seem to be making good use of our ideas and research in this regard.

The Russian leaders are pinning great hopes on the Virgin Lands Project in northern Kazakhstan and southwestern Siberia. This is a project where upwards of 100,000,000 acres are being brought into cultivation. All of this land is operated in the category of "State farms." The project was started in 1954 and has since been promoted enthusiastically by Mr. Khrushchev. Apparently the venture has not yet proven its worth as a grain belt, and this dry area which is approximately 20 per cent of the size of all arable land in the United States could turn out to be either a golden Russian granary or a Russian "dust bowl" disappointment. Reports emanating from Russia indicate that up to date it is qualifying more in the latter category.

Refrigeration has not yet hit its stride in Russia. The marketing of high quality farm produce is also something yet to come. We saw evidence of this in a grocery store where many vegetables on the shelves in May were dried. Canned goods were conspicuous by their absence. The clerk was weighing up field run potatoes heavily covered with dry mud. There was no fresh meat in evidence at the meat counter but rather processed sausages, bolognas and salt meat products of various kinds.

Farms in Russia are of two kinds, collective and state. Numerically there seem to be about 75,000 collectives and 6,000 state farms. This is in great contrast to the 25,000,000 farm properties in the 1930's when Stalin did away with private ownership of land and started the collective movement. A collective farm, in effect, is a village cooperative where the state leases the land to a group of farmers year by year in perpetuity. The workers in collectives share in terms of production. A state farm is comparable to a factory where the workers are paid established wages regardless of the success of the harvest or production. In both types the government owns the land, and the farmers are motivated by production goals and incentives in the form of public praise and bonuses.

One last vestige of free enterprise capitalism observed in the Soviet Union is the family garden plot on collective farms. Each family is entitled to farm a little land, usually one-third to one acre, on which to raise garden produce. On this small plot it may have a cow, a sow and litter, a few sheep, goats, poultry or bees. The family may have the produce of the garden plot for its use and has the privilege of selling any surplus on the free market for whatever it will bring in price. All other produce must be sold in government *gastronomes*. The collective farmers may have the proceeds of such sales, and it is reported that the amount sold from garden plots is considerable.

We saw people working like beavers on little garden plots a few square rods along highways and railroad right-of-ways. I saw no evidence of such "eager-beaver" work on the big farms. Press reports indicate that Mr. Khrushchev has been very much concerned and disappointed with Soviet agricultural progress under the present 7-year plan which ends in 1965. A number of agricultural leaders in the various union republics were replaced in the first months of 1961 because of failure of farmers under their direction to meet productive goals.

One highlight of the Russian trip was a visit to the Lenin Collective Farm near Tashkent down in south central Asia. Here the farm manager is elected by the farmers for a two-year term. He had been re-elected eight times. It was reported that approximately 10,000 people live on this farm. Crops in 1960 included about 7,300 acres of cotton, 2,000 of alfalfa, 720 corn, 500 vegetables, 200 of rice and 450 of fruit and melons. The collective maintains 7,500 Persian breeding sheep which range in flocks on the mountains and deserts many miles from the farm. There are 1,200 dairy cattle, 350 horses, 410 hogs and 4,800 head of poultry on the property. The farm is reported to have 265 pieces of farm machinery including 95 tractors, 57

(continued on next page)

Another Comment on Russia

"I am absolutely amazed at some of the modern equipment and the extensive use being made of good teaching aids," wrote F. Parker Wilber, president of Los Angeles Trade-Technical College, from Leningrad, Russia. Wilber made this remark in a letter to Trade-Tech College recently while he and five other educators were on a 24-day East-West Cultural Exchange tour of Russian trade schools or technicums. Wilber and five other prominent college administrators were the first Americans to visit behind the Iron Curtain since Yuri Gagarin or Alan Shepard, Jr., made their flights into space.

Other members of the team are Walter M. Hartung, dean of the New York State Academy of Aeronautics; Edmund J. Gleazer, Jr., executive director of the American Association of Junior Colleges; Joseph P. Kozlowski, professional assistant at the National Science Foundation; A. Ray Sims, dean of the College of Technology at the University of Houston in Texas, and Karl O. Werwath, president of the Milwaukee School of Engineering.

The three-fold purpose of the visit is to make a comparative study of Soviet and U.S. methods of training technicians and other semi-professional people who assist engineers and scientists, to set up an exchange of visitors and information with the Soviets on the community college and technicum level through conferences with officials of the Ministry of Higher Education and other ministries, and to visit the technicums to get first hand information on progress, facilities, and personnel. This is the fifth delegation sent by the United States to Russia on the East-West Cultural Exchange program.

seeders and 8 cotton pickers. Apparently it is pretty well mechanized.

The farm manager has a council of nine which is in reality a farm executive committee. There is also a Communist party council of eleven which has a head or mayor who manages political matters on the farm. Formerly production quotas were established by planning councils at the republic level. Now they are set by the farm council and approved by councils higher up. The manager reports this as a better procedure. Workers are assigned to brigades for which work quotas are established. Workers are paid in terms of their level of work depending upon training and experience with machinery operators receiving the most. Living expenses are advanced to the people during the year and at the end their share is determined in terms of production and income after expenses. Men, women, and youth workers over sixteen years share alike in the returns which, according to the manager, usually amounts to the equivalent of 18,000—25,000 rubles per family per year (10 rubles per dollar). No family may receive more than 45,000 rubles. There are schools, a hospital, management center, bath houses and other community buildings on the farm. Electricity was in evidence everywhere; yet the 150 cows in one of the dairy barns we visited were being hand-milked by women.

There was evidence of much vocational training for farm workers. Evening classes for adult workers are common. Professional specialists are on hand to advise and consult with farmers. Young people who complete their schooling in eight-year schools may then attend vocational schools to learn farm machinery and tractor maintainance and operation. There are other vocational schools for the training of irrigation workers, including instruction in irrigation mechanics.

Since 1958 the Machine Tractor Stations (MTS) have been replaced by Repair Technical Stations (RTS), and the machinery is owned by the collectives instead of being state owned as was the case under the MTS plan. The vocational schools mentioned above are under the Ministry of Labor Reserves. The Ministry of Agriculture operates the agronomy and livestock schools of comparable level for students who will become farmers. Professional agricultural workers are trained in the agricultural technical institutes, of which there are many in the Soviet Union.

After all that is said and heard about Russian agriculture, Americans should keep this in mind in 1961—one Russian farm worker produces enough food and fibre for himself and about four others; one farm worker in the United States produces enough food and fibre for himself and twenty-one others. (The fact is not admitted by Russian economists.) What makes the difference? The answer is individual initiative, research and vocational training in farm know-how and know-why.

May America always recognize this freedom for individuality and forever provide ample educational opportunities for her youth and adults to progress in farming operations and to develop farm leadership.

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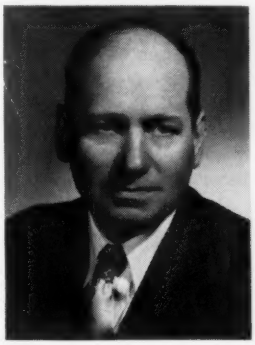
Dr. George P. Deyoe

Dr. George P. Deyoe, Professor of Agricultural Education, University of Illinois, died on July 14, 1961, following a heart attack. He was 60 years old.

His many contributions to agricultural education, during a career extending over 38 years, are well known. He served as teacher of vocational agriculture at Belle Plaine and Vinton, Iowa, 1923 to 1927. From 1928 to 1937 he was a teacher of agriculture, science, and education at the State College, Platteville, Wisconsin. From 1937 to 1947 he was a member of the staff in agricultural education at Michigan State University. He had held his latest position since 1947.



He grew up on a farm near Mason, City, Iowa. His undergraduate work was done at Iowa State University. He received the master's degree from the University of Chicago and the doctor's degree from Teachers College, Columbia University.

His best known books were *Farming Programs in Vocational Agriculture, Agriculture in Our Lives, Living on a Little Land,* and *Raising Swine* (with Krider). He was a frequent contributor to the *Agricultural Education Magazine.* He has been for several years, the member of the Editing-Managing Board of the *Journal* representing agricultural education.

He had advised many doctoral students, who are now widely scattered throughout the world. In recent years he had been the special adviser to foreign and out-of-state students from other countries.

—**H. M. Hamlin**

Indiana Produces Film Sparking Distributive Education

A new film dealing with the high school cooperative distributive education program has been completed and is being made available by Indiana. The film, entitled "Vocational Distributive Education—The Program and The Plan," is directed to the key people in the local school system who make the final decision on instituting a new program of distributive education as a part of the total curriculum. These people include superintendents, principals, guidance personnel, and school board members.

The first part of the film explains how the program works. Students are observed working in various distributive occupations under the supervision of their employer and a qualified teacher-coordinator. The relation which this on-the-job learning has to the heart of the program, the classroom instruction, is shown as students engage in both group and individualized periods of instruction in the school.

A five step plan of action is presented to show what can be done to institute a program of this type. The plan includes:

(1) determine the needs for a program
(2) present a plan to the school board
(3) select a qualified teacher-coordinator
(4) implement and promote the program
(5) evaluate the program on a continuing basis

Each step in this plan is explained so that the responsibilities of the new teacher-coordinator include primary concern with the high school program. However, it is pointed out as well that he has a function to play in the continuing education phase of distributive education within the community.

The film was produced by the Audio-Visual Center at Indiana University for the Vocational Division of the Indiana State Department of Public Instruction and the Division of Distributive Education, School of Education, Indiana University. Anyone interested in securing more information about the film can write to either of these agencies.

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Home Economics and the College Student

"What is home economics?"

There are two or three ways in which I answer that question, depending upon the source of the question. If it comes from a lay person with limited educational background, I usually say, "Home economics is an area of education which provides information which will help individuals and families to live more successful and satisfying lives." If the question comes from a high school student, I would say, "Home economics is a study of the basic human interests—food, clothing, shelter and personal relationships which help people to improve personal and family living." On the other hand, if the question is asked by college students or persons with a professional background, I would define home economics as "a field of knowledge and service primarily concerned with strengthening family life through educating the individual for family living, improving the services and goods used by families, conducting research to discover the changing needs of the individuals and families and the means of satisfying these needs, and furthering community, national and world conditions favorable to family living." [1]

Home economics means various things to different people, but to all it means something important. A definition is meaningful to individuals when it is closely related to their personal and family goals. Regardless of the meaning of home economics, it can make a significant contribution to the education of all individuals. This fact is being realized more and more by educators as they are faced with the problem of curriculum planning and revision. Colleges and universities throughout the country are challenged to develop the type of curriculum which will help equip individuals to live successfully and happily in an ever-changing society. Since the home and the family are the roots from which they will continue to perpetuate the democratic ideals symbolized by our society, education for home and family living is imperative. In order that families will be better prepared to rear strong and healthy children who can fulfill these roles, instruction of the future fathers and mothers in the art of family living is a necessity.

Over a decade ago, the President of the United States appointed a committee to study the problems relating to higher education. This committee compiled its recommendations in the form of objectives and published them in a book entitled *Higher Education for American Democracy*. One of its objectives was directly related to home economics: "To acquire the knowledge and attitudes basic to satisfying family life." [2] It was recommended that this objective should be a part of the college training of all youth. Thus, it is generally believed that education for personal and family living is not only important, but also essential. College students should have some training in all phases of family living.

Changes in Society Create a Need

The many changes brought about in our society over the past decade point up the need for educating youth to make adjustments to a changing society. Some of the changes which have a direct and significant bearing on the teaching of home economics are population change, increased family mobility, large-scale employment of women, changes in technological development and changes in the economic status of the family.

The curriculum in home economics in the future should place more emphasis on education for personal and family living for youth, college students and adults. According to recent statistics there are more adults in the country today than ever before, and the adult population is continuing to increase. By 1965, there is expected to be a 17 per cent increase in the number of adults over 25 years of age in the United States. This has implications

[1] Committee on Philosophy and Objectives of Home Economics. "What is Home Economics?" American Home Economics Association. Washington, D. C., June 1954. P. 4.

[2] President's Commission on Higher Education. *Higher Education for American Democracy*, New York: Harper Brothers, 1948.

Erna B. Jones
Southern University
Baton Rouge, La.

for the teaching of adult homemaking.

These adults will need to keep abreast of the new devices used in the home and to learn to select, use, and care for appliances and equipment. There will also be an increase in the high school enrollment and thus, we can predict that the present college enrollment will remain at a high peak in the future. Furthermore, today there are 22 million women employed in the labor force, and a large percentage of these women are married and manage homes of their own. This change in the employment status and in the family makes it imperative that young men, as well as young women, increase their knowledge concerning child care and training, management of the home, establishment of good family relationships, and other aspects of homemaking. Men in the future will share more of the duties of child care and home management. The mobility of the family, more effective transportation, and increased use of mass communication also point up the need for training in family living.

Suggested Content for College Students

It is believed that home economics makes its greatest contribution to the general education of college students through educating the individual for personal and family living. This may be done most effectively through six major areas: (1) family economics, (2) housing and home furnishings, (3) household equipment, (4) textiles and clothing, (5) family relationships and child development and (6) foods and nutrition.

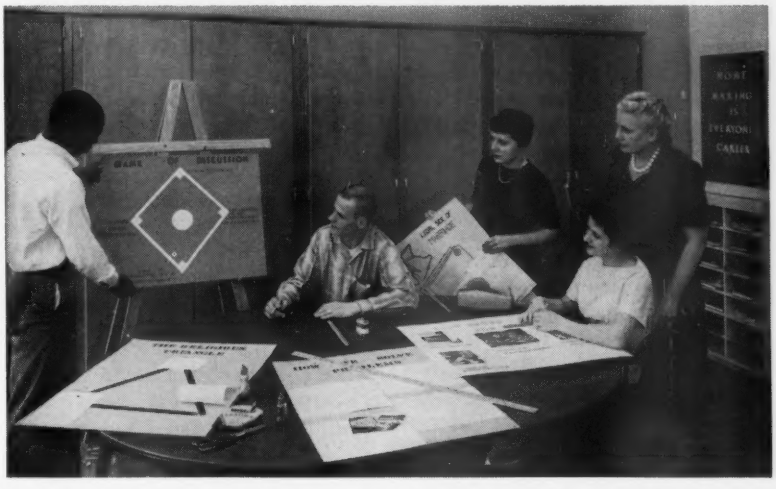
Family Economics and Home Management

In the area of economics and management, information is gained which will enable students to learn to budget their incomes so that they will be able to provide for their needs on a limited income. In addition, they also gain an understanding of problems relating to consumer buying and other aspects of management.

In 1960, approximately 14 per cent of the families in the United States received an income under $2,000. It is evident that people in this income range need a great deal of information and help in order to manage home and family activities effectively on their incomes. Although the per capita income in the United States is higher than it has ever been before, there are still some families who find it difficult to live within their incomes. More people are employed in the same family than were found in the past. Thus, the need for income management is even more important with more individuals earning money over which they must make a choice in spending. It therefore becomes more important daily that students gain information concerning budgeting and family financial plans.

Housing and Home Furnishing

Everyone will live in a home. At some time or other everyone will become interested in its furnishings from the angle of either purchase or arrangement. Then, too, families are moving so rapidly into varying types of homes that it is not always possible to secure the services of an expert to assist with planning and selection.



Homes range from the trailer type to large, two-story houses. Many families have had no experience in purchasing a home or furnishing a home. This fact points up the need for knowledge concerning installment buying, mortgaging and consumer credit. It is through home economics that such individuals learn to solve many of their problems related to housing.

Household Equipment

Knowledge gained concerning equipment should be important to all college students. Today, both husband and wife jointly purchase the larger pieces of equipment. Therefore, each should know something about what is on the market. There are over 100 models of gas ranges on the market and the number is increasingly larger for all other types of equipment used in the kitchen and laundry room.

This in itself poses a problem in selection. Other factors of importance include the special features desired, material used in the construction, and size and cost of the item. Through home economics classes, students receive first-hand information and experience in seeing and examining equipment.

Textiles and Clothing

Everyone will select some items of apparel for himself or for others at some stage in his life. Often it is cheaper to buy than to make a garment. One should be able to make wise decisions concerning the choice of clothing which is becoming to him. There are so many types of materials on the market that it becomes necessary for one to know something about the best methods of caring for these different materials.

The changes taking place in our society have brought about a new demand for clothing. There is no place in the world an individual cannot travel within a 24-hour period. Consequently, there is a demand for clothing suitable for travel. The working day is shorter; hence, people have more time for leisure and for sports. There is a need for knowing how to choose clothing for sports and other leisure activities. Appearance and style are important criteria for selecting becoming clothing.

Family Relationships and Child Development

Information pertinent to family relationships will help students prepare

for marriage and parenthood. Students gain knowledge concerning the growth profiles of children at the different age levels. Students will further learn that it is not the length of time they spend with children which is so important, but it is the quality of the affection, the feeling of being wanted, and security which one gives to his children that is most important. Every individual will have some type of contact with children and through courses in home economics students are not only provided theoretical information, but they are also provided an opportunity to have first-hand contact with children in the nursery school. They can observe and study the behavior of the child in different situations and under varied conditions. College students should have an opportunity to gain information concerning the behavior of young children and to guide them at the different stages of growth.

Foods and Nutrition

Knowledge gained in foods and nutrition helps prepare students to become efficient in selecting nutritious foods for themselves and for others. Not all individuals will learn to prepare food, but everyone should gain some knowledge concerning how to select both raw and prepared foods. Today, men are cooperating more and more in the purchasing of food for the family. There are so many brands of the same product on the market that it is sometimes difficult for the well-trained person to choose wisely. For example, there are more than 12 kinds of bread products on the market, and there can be found an equal number of different kinds of white potatoes on the market. Which item will the consumer choose? Some students will want to know how to make a wise choice, others will want to know how to prepare certain foods, and still others will be interested in the problem of food preservation and storage. Since good nutrition is essential, all individuals should understand how to choose nutritious foods, especially those foods needed to maintain good health.

Current Trends

Today, stress is placed on more intangible aspects of homemaking such as developing a wholesome, well-adjusted personality, achieving good health, acquiring a good attitude toward life, managing income and other resources, and developing good relationships with others.

Our way of living has been completely revolutionized; consequently, individuals need education to prepare them to meet changes. A vital portion of such education can be provided through a curriculum of home economics, specifically in the area of personal and family living.

In order to meet the challenge ahead we must ever be aware of the need for new knowledge, abilities, interests and attitudes. There must also be a constant awareness of the interrelatedness of the social, biological and physical sciences for a synthesis of the facts drawn from these sources is essential in teaching effective personal and family living.

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Distributive Education

from page 15

to prepare for certain accepted occupations, rather than studying an area to determine how the particular area will lend itself to economic development. When an area obviously lends itself to a particular kind of development, educational programs for distribution can be organized which will provide individuals with needed abilities and competencies to effectively participate in this economic development. In a number of instances there has been evidence that economic potential has been recognized in the development of a whole series of programs which deal with improving services to tourists. Another example has been the development of management programs which have been concerned with methods of improving a local area as a center for distribution. Another illustration concerns the development of marketing potentials for products of a particular region.

Establishing Local Enterprise

Recent developments on the national scene have given recognition to the increasing importance of small business or local enterprise. This interest has been the result of an effort to meet local needs and situations through the decentralization of economic and employment opportunity and through providing a means of creating new ideas which reinforce the efforts of free enterprise to remain competitive. Further local enterprise constitutes an essential link between large business organizations and the consumer.

Distributive education has been an active participant in this undertaking, particularly in the development of management programs for small businessmen. These programs have been conducted throughout the nation and have made a significant contribution to thousands of businessmen and to hundreds of local communities.

The concept of local enterprise has permeated even further in the distributive education program, particularly preparing young people for entry jobs as it has been developed in programs in the field of distribution. Instructional programs in these areas recognize that the potential of local enterprise still exists in this country and that preparing for a job in distribution may be one step in achieving ownership of a local enterprise. Further, the program of the Distributive Education Clubs of America has encouraged the development of abilities and competencies which might in time be used in carrying out the responsibilities of a small businessman. Distributive education recognizes the importance of small business or local enterprise as a fundamental aspect of the economic society in this country.

Distributive education is providing a vehicle by which young people can prepare for careers in distribution and through which those who have selected this field can find ways and means to upgrade themselves in order that they may become more proficient and be better able to serve the consumers who depend upon them for the services and products of American industry. The program approach career development, recognizing economic potential, and establishing local enterprise, are all directions which are being taken in this program to better serve the individual who has chosen distribution as a career, and to help build an economy which will support the kind of a society which this country represents to the world in which we live.

James E. Pearson Resigns from U.S. Office; Saw 32 Years of Service in Vocational Education

Mr. James E. Pearson resigned on July 31, 1961, from the position of Assistant U.S. Commissioner of Education for Vocational Education after 32 years of service in the Office of Education. Jim Pearson was a friend and adviser of countless persons throughout the country in vocational education and in the whole profession of education as well. He was known as a great leader in his chosen field and as an imaginative administrator who guided Federal activities in the Federal-State cooperative program of vocational education through many difficult situations over a period of years.

Mr. Pearson was born in Keytesville, Missouri, and he attended the State Teachers College at Kirksville in

that state as well as the University of Missouri. Later he received his Master of Science degree from this same University. Following service as a teacher and principal in a rural consolidated school and teacher of vocational agriculture both in his home state and in Nebraska, he became State Supervisor of Agricultural Education in Nebraska in 1921 where he served for eight years. It was in Nebraska where Mr. Pearson gained recognition for his pioneer work in providing organized instruction for out-of-school young farmers and for adult farmers in the program of vocational agriculture. The Federal Board for Vocational Education, which later became the Division of Vocational Education in the U.S. Office, had observed his work with these older groups and it encouraged him to join the staff in Washington to promote programs for young and adult farmers throughout the country.

Among Mr. Pearson's notable achievements while Assistant Commissioner for Vocational Education was his reappraisal of the program of Distributive Education and his leadership in causing attention to be focused on the fact that effective and efficient distribution is essential to a sound economy in the United States. This program was reorientated to "Careers in Distribution" rather than mere training for jobs at the bottom of the ladder in retailing. As his forward looking concept became known to businessmen, administrators, and Congress, there followed additional financial and professional support for this program. In the field of Trade and Industrial Education, he recognized the need for effective leadership. At a time when there was no Director of the Trade and Industrial Branch in the Vocational Division he laid the plans for what became a series of annual national leadership training programs for young persons who had exhibited potential for personal development.

Significant attention was devoted by Mr. Pearson to the implementation of legislation which added responsibilities and expanded programs in vocational education. He was instrumental in presenting justification for the extension and improvement of practical nurse training as authorized by the 84th Congress. His vision regarding the training of highly skilled technicians as authorized under Title VIII of the National Defense Education Act of 1958, and his insistence that programs develop and maintain standards which would in fact assure the training of highly skilled technicians led to their widespread acceptance and significant increases in enrollments throughout the country. He more recently was involved in planning and the administration of legislation for the training and retraining of the unemployed and underemployed.

Jim is a warm, human, outgoing man whose leadership will be missed by the staff of the Office of Education and whose wise counsel to many persons throughout the country will long be remembered.

—Lane C. Ash

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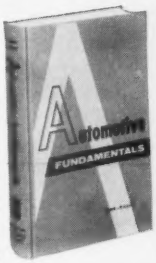

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WE HAVE BEEN launched from the machine to the Atomic Age, and now find ourselves on the threshhold of cosmic renaissance. During the past two decades we have seen scientific and technological progress unmatched by any period of man's history. Yet, with this progress we are still beset and frustrated with many earthly problems.

Of the many advances, the power of communication has exerted a Promethean force that has brought pressure to bear on our society. It has made us individually, as well as nationally, cognizant of the pace we are to keep to meet the needs of today as well as tomorrow.

The die is cast, and we can no longer hide our heads in the sands of complacency. Industrial arts education, now more than ever, must brace up to meet this colossal challenge. But where do we start? A problem of paramount importance today, is **the place of the project** in industrial arts. Our concept of public education has evolved and is now generally project centered. Those in industrial arts have assumed a major role in general education as they have climbed out of the basement with manual training and ascended into modern general shops. But have the projects changed?

A mineralogical computer which won the acclaim of General Electric's top research engineers, a remote control power mower, and transistor radio units are but a few products of young creative minds. In addition, there is considerable evidence of application in the modern industrial design of projects fabricated from such materials as woods, plastics, metal, and ceramics in the well-planned programs that are consummated by great teachers.

During the past two years I have visited, and surveyed one hundred thirty-five junior and senior high school industrial arts programs, which included three states, New Jersey, New York, and Pennsylvania.

Of the three hundred fifty teachers, supervisors and directors with whom I visited, I was startled to find 76 per cent have not changed their course of study nor added new units of instruction to existing programs in five years. Many reasons were stated: poor administrative co-operation and supervision, lack of teacher education, inability of students to handle advanced or technical courses, lack of funds.

Sixty-five per cent stated that related information has given way to time spent on the construction of projects. They revealed, also, that most students receive little tangible value from related information, whether taught as part of the unit or as a separate course.

When asked how they projected new ideas for project design, they revealed that the following sources were motivating: Sears-Roebuck catalogue, Alco Aluminum patterns, craft magazines, do-it-yourself cutouts, former time-tested projects, and professional magazines in industrial arts.

Students in junior and senior high schools have little knowledge of design. This applies also to the teachers, for less than 15 per cent received formal training in project design.

The teachers, supervisors and directors with whom I spoke, were deeply concerned about many problems which confront them. They know that they are weak in new subject matter fields. They know that the problem of project design has been the bane of industrial arts for decades. Many are still battling the stigmas of manual training, and having their programs made into a "dumping ground." Still, others are striving to gain status for programs to aid the very bright and advanced students. One teacher said, "I'd like to have my students make projects which would require them to do research and abstract thinking. Until revisions in our present education program are made, however, it would be difficult to attract those students who are bright and above average."

Many expressed concern and criticism for the present programs of professional organizations. While these criticisms are welcomed, there were few constructive suggestions leading to solution of such issues.

The need for general improvement of the industrial arts program was endorsed by all participating in this survey. Since the evolutionary process in an educational system must necessarily be slow, even with careful and systematic planning, there still needs to be an effective program to improve both the projects.

Eight suggestions are being made to implement systematic educational planning. They are based on the findings of this survey.

One. Establish new courses, with units of instruction in electronics, industrial chemistry, automation, neucleonics for undergraduate teacher education. Instruction in these areas could serve as the nucleus for courses of the future that would gradually take the place of older units of instruction.

Two. Majors in industrial arts teacher education should receive instruction in research methods involving basic research practices used in industry. Testing and student evaluation are other phases in teacher education that lack needed attention.

Three. Establish courses devoted solely to the principles and elements of design to serve as bases for centers for action research.

Four. Pilot programs could be established in schools to launch new courses of study.

Five. Practical graduate research courses in industrial arts could be established to aid teachers in solving the daily problems in their laboratories. These courses could aid in-service teachers to develop new skills, practices, and methods in project design, evaluation and integration.

Six. Local and state organizations could sponsor educational programs that would provide for top designers in industries, the crafts and related fields to explain and demonstrate present methods and practices. This should help keep industrial arts teachers in focus with industry's pulse, and aware of changes which effect our society and the products society wants and needs.

Seven. Publishers of books, journals, and professional magazines in industrial education could be of service by the careful screening of literature, and by maintaining appropriate standards for projects. These publishers could also take the lead in publishing results of research pertinent to industrial arts education.

Eight. Finally, all industrial arts educators, could employ the vast media of communication to industrial arts, to other educators, and the public. There is need for large audience television programs on such topics as "Design," "The Selection of Consumer Goods," and "Contemporary Projects for the Home Workshop."

Displays of student projects are still the best method of selling industrial arts to parents and the public. Careful selection of projects to be displayed, therefore, should not be overlooked.

The aim should be to acquaint the public with projects and programs developed in industrial arts laboratories representing the materials, processes and products of our complex industrial society.

Learning and evaluating production methods in industrial arts teacher education. President Edwin L. Martin, left, is shown assisting with the evaluation of a project in mass production methods at the Trenton State College in New Jersey. Others assisting with the evaluation (from the left) are Dr. James Cruise, president of the Faculty Association and Dr. Rutherford E. Lockette, professor for this class concerned with industrial methods. The three young men, preparing to be industrial arts teachers who assumed major responsibility for this project (left to right) are Richard Coe, William Richie, and W. Robert Kulley.

Commercial Subjects in Rehabilitation

Otto W. Feri
Ebba J. Concagh
VA Hospital
Northport, N. Y.

MEDICAL REHABILITATION is a treatment activity designed to assist either the physically or emotionally handicapped to regain their maximum abilities. (Rehabilitation activities are frequently more concerned with the utilization of those aspects of the human mechanism that are intact than with those that have been destroyed through accident or disease.) The branch in rehabilitation which we will describe more fully below is educational therapy; we will describe how this treatment technique utilizes commercial subjects in its efforts to restore the emotionally handicapped to our society.

Activities in educational therapy are prescribed by a physician and the treatments are carried out by a therapist who is trained in the art of teaching and oriented to the medical needs of the patients. For those who are not familiar with this treatment approach, educational therapy utilizes either formal or informal techniques of education in assisting the physically and emotionally disabled to make better adjustment to the hospital, the rehabilitation center, and eventually in the community. In the utilization of educational therapy in the treatment of the emotionally disturbed, its nonthreatening aspect is an important factor in allowing the patient to develop sound interpersonal relationships between himself and the therapist. In the use of commercial subject matter, which will be discussed in detail, important factors, besides the development of better interpersonal relationships, are skill development, skill maintenance, and pre-vocational exploration.

The materials used in the commercial activities are standard classroom textbooks and materials published by the public relations departments of banks, insurance companies and large corporations. The commercial unit of the Educational Therapy Section at the Veterans Administration Hospital, Northport, New York is staffed by one therapist. Approximately 60 different patients are assigned to this unit, some being treated daily, some only two or three times a week, depending upon their total treatment plan in the hospital, their abilities and their capacities. The activities in the commercial unit include typewriting, shorthand, filing, bookkeeping and accounting, business arithmetic, business machine operation, social-business subjects such as selling, advertising, merchandising and the review of material and preparation for city, county, state and federal civil service examinations.

The goals of the Commercial Unit of Educational Therapy are:

1. To offer the patient an opportunity to relate with the therapist and his fellow patients in an activity that gives him a feeling of satisfaction and an opportunity to experience accomplishment.
2. For the psychiatric patient, to experience a release of tension by a combined motor and intellectual activity such as typing or operating an office machine.
3. To evaluate the patient for his capacity to function in a work situation within the hospital.
4. To aid the patient's return to society by either maintaining or developing clerical skills.

Because typing represents to many patients a non-threatening activity, their emotional disturbances may not interfere with their performance or their ability to acquire this new skill. Consequently, some disturbed patients are able to do excellent copy work despite their emotional disturbance while others are able to learn typing. The same is true for many other clerical procedures. It was found that there is a need for condensing material so that a patient can have reasonable hope of completing a course of commercial study that he is undertaking within the near future. Projects that extend for long periods of time have a tendency to be discouraging to the patient because success and achievement seem to be too far removed for an individual who operates at a low emotional level.

Commercial activities are of special value to patients who are somewhat withdrawn from the people around them but have a fairly good reality concept, i.e., a patient's tendency to withdraw from other people can be turned into an asset if he is able to function in areas such as typing, bookkeeping and accounting, filing, operating an office machine, etc. This is true of those activities in which he can follow initial instruction but the type of activity is one in which he necessarily functions by himself.

It is an accepted fact that people do not work for salary alone but seek work based on the satisfaction they derive from their jobs. To many psychiatric patients, office work represents a prestige-type activity. When a man becomes interested in changing from one work activity to another, it becomes very important that he has an opportunity to explore his ability before entering a new and different field of employment. It is hoped that the patient, under the guidance of the psychiatrist, counselor and educational therapist, will not experience failure in his choice of activity, but at times it is necessary to prove to a patient that his choice is unsuitable. If failure has to be experienced, it is preferable that failure be experienced in a controlled situation of the Educational Therapy Clinic rather than in the non-controlled situation in the community.

The more outgoing patient may also find that there are various opportunities in the commercial unit suited to him. For instance, he may explore such areas as receptionist work, selling, merchandising and advertising.

In addition to using commercial activities as job preparation or vocational exploration, many patients are interested in learning to type as a personal skill—for personal correspond-

ence, school work, etc. Others are interested in learning bookkeeping to maintain their own records, for instance, to enable them to handle more adequately their budget and tax payments. Still other patients realize that knowledge of business procedures may be an asset to them in their club and church participation. Some patients may learn, with the assistance of the educational therapist, to read the financial pages of the newspaper, stock market reports, and company reports, thus enlarging their socio-economic sphere.

In the treatment of the emotionally disturbed, commercial activities offer many levels of achievement. The operator of a ditto, mimeograph or multilith machine functions at one level; the receptionist and secretary at another; the typist in a pool, an accounts receivable clerk, an auditor, actuary or salesman at still other levels. The versatility of commercial activities and the opportunity to utilize them either individually or on a group basis have tended to make them frequently included in the planning of the rehabilitation of those who are emotionally inclined to be precise and painstaking and who are able to follow directions without frequent repetition.

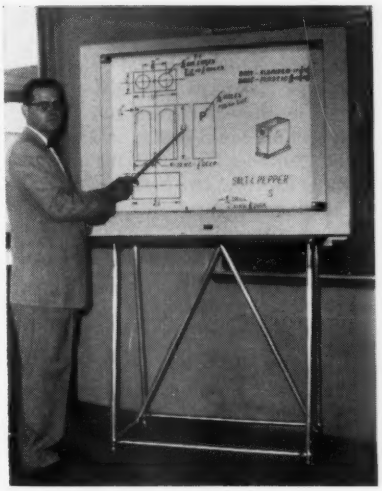
Commercial activities in educational therapy, in themselves, will not cure any patient of his psychiatric illness; however, it has been our experience that the development of new skills or the reassurance that his skills are solid and reliable have been an important factor in the patient's final recovery.

MARYLAND TEACHER, TROUBLED BY ERASURES, INVENTS "MECHANICAL WRITING TABLET"

John R. Miles describes himself as "a thinking teacher, no longer a laboring teacher"—and we're inclined to agree with him. Mr. Miles is an instructor at North Hagerstown (Md.) Senior High School who has come up with one of the handiest teaching devices we have seen in many a semester. Here is his story:

"Six years ago I was carefully drawing on the chalkboard (my only piece of visual aids equipment) a sketch of a gear with all its relative nomenclature. I stopped and figured out how long it was taking me to make up this particular lesson. It took six hours of preparation before, during, and after class. I used it for one day—then had to erase it."

So, Mr. Miles did something about his problem of time-consuming preparation and erasures — he designed, built and patented what he calls the Mechanical Writing Tablet. The device is shown in the picture above with Miles himself at the business end.



"For the past six years I have used the tablet daily in teaching my industrial arts students. The sketch of the gear? Well, I opaqued it on to the mechanical tablet, and it's been at my fingertips ever since."

Miles has added some refinements to his original model: some units are powered with an electric motor, some have special "flip" easels. All roll on wheels, have straight edges like a drafting board, may be equipped with a variety of underlays.

The Mechanical Writing Tablet has been used extensively in educational television (a special "television model"). Miles reports that one educational TV station has rolled 37 miles of paper through its seven MWT's in the past four years.

The device has a 36-inch wide and 3,000-foot long roll of paper in its teaching frame.

●

Dr. Walter B. Jones, University of Pennsylvania, was invited in June to join representatives of other nations on a consultative mission to help prepare an international recommendation in the field of technical education. The mission is under the sponsorship of the UNESCO Secretariat in Paris, France.

Pictured above is the Advisory Council for the Associated Organization for Teacher Education at the Spring 1961 meeting. This body is constituted from all phases of teacher education. The American Vocational Association is a member of this organization and is represented by (seated) Dr. Muriel McFarland, Professor, Home Economics, Purdue University, Lafayette, Indiana, and (standing directly behind Dr. McFarland) Dr. Milo Peterson, Professor, Agricultural Education, University of Minnesota, St. Paul, Minnesota.

BOOKS

We can't think of any person more qualified to write a book about how a woman may earn a living than Elmer Winter. He's president of Manpower, Inc., who employs 75,000 women part-time each year. *A Woman's Guide to Earning a Good Living* is based on Winter's years of experience and research into women's employment. Young and old, married and single, everyone is covered in the guide. It includes complete descriptions of the 52 most sought-after job fields for women. Simon and Schuster published it this year. It retails for $4.95.

Consumer Buying for Better Living by Cleo Fitzsimmons, John Wiley & Sons, 1961, 546 pages, $8.50. Professor Fitzsimmons, Purdue University, examines those aspects of economic theory which are related to consumption and to the buyer's use of the market in obtaining consumer goods. The book is divided into two main sections: the theoretical aspect of the economic system in which consumers operate, and problems and procedures of consumer buying. Terminology is that of basic economics and home economics. Previous acquaintance with economics is not necessary.

Principles of Business Education by Herbert A. Tonne, Gregg Publishing Div. of McGraw-Hill, 1961, 538 pages, $6.50. The publishers call this Third Edition of Dr. Tonne's text a "substantial revision" from its predecessors. Certainly it's one of the more scholarly and complete books we've ever seen. Dr. Tonne brings in wide perspective in relating the basic material to the world of business surrounding and integrated with the course of immediate study. There is no doubt that Dr. Tonne's book will raise serious (perhaps vociferous) questions by educators in other fields.

How do you prepare for a sales career? Where do you find out about market research? How do you study the problems of distribution in the economy? A new booklet published by the Department of Commerce will tell where the answers can be found. Entitled *Guides to Information Sources for Education in Distribution*, the booklet was prepared by the Office of Distribution, Business and Defense Services Administration. It is designed as a handy and comprehensive key to the latest and most significant material that can be used in studies involving marketing, distribution, merchandising, sales promotion, advertising, and allied fields.

The guide lists several hundred books, pamphlets, reports, studies, educational programs and educational aids. It is intended not only for those with a vocational interest in marketing and sales work in high schools and colleges, but also those doing more advanced work in this field. It is available from the Superintendent of Documents, U.S. Government Printing Office. Price 20 cents.

The Farm Shop covers in 597 pages what few other general mechanics books do. Perhaps the only criticism might be that it covers too much—each section could easily be a book in itself. Authors T. J. Wakeman and Vernon Lee McCoy, both of VPI, are to be commended, however, for describing without frills the essentials of shop practice as it relates to farms and farming operations. Includes 71 projects for vo-ag classes. Publisher is The Macmillan Company, 1961, $5.60.

Trade and Technical Education—A Design for Achievement, issued July 1961 by the Bureau of Industrial Education, California State Department of Education, Sacramento 14, California, provides for school administrators a brief statement of guide lines which have been found to be effective in California schools.

The pamphlet reviews the nature, need, kinds of programs, relations with industry, co-ordination, selection and preparation of teachers, course and curriculum development, counseling, financial support, and administrative relationships, in relation to the state's program of trade and technical education.

Swine Science by M. E. Ensminger, Interstate Printers and Publishers, 1961, 692 pages, list price $6.00. A lot can happen in agricultural circles in four years. And it has been just that long since the Second Edition of *Swine Science* was published. This Third Edition brings teacher, student, farmer right up to date with such new developments as automation, integration, artificial insemination, central system production, and increased confinement rearing. Author Ensminger—former USDA specialist, now head of animal science at Washington State—also updates the whole business of swine raising from tip to tail and table.

Teen Guide to Home Making by Marian S. Barclay and Frances Champion, McGraw-Hill Book Company, Inc., New York, 1961, 516 pp. $5.84.

This book is an excellent guide for teenagers in homemaking. It should prove of great interest and value to the youth of our land. The authors are well qualified to write on the subject. We predict this book will be well received throughout the nation.

Perspectives on the Conant Report is a 103-page publication issued by the Social Science Research Center of the Graduate School, University of Minnesota. It contains 14 papers presented by prominent educators, all of whom are concerned with the better understanding of Dr. James B. Conant's book, *The American High School Today*.

AVA members will be particularly interested in the section of the report prepared by Caroline Barron, Principal, Minneapolis Central High School. She presents a very interesting criticism of Dr. Conant's prescription of courses for the "academically talented" as it would apply to persons interested in certain types of employment.

The section on Administration which was prepared by Dean Walter Cook and Superintendent Emmet Williams is also extremely well done. These men point out that there are many types of talents which are not identified by the typical intelligence tests, and that all of the talents of students should be exploited. This same point is made in various ways in several other sections of this publication.

A third feature of value is the Appendix which gives in outline form the twenty-one recommendations made by Dr. Conant. Recommendation 7 is entitled "Diversified programs for the development of marketable skills." This recommendation does not stand out very clearly in Dr. Conant's book, but it certainly stands out in the outline as it is presented by the Minnesota group.

—R. N. Evans

AVA CONVENTION HOTEL RESERVATION FORM

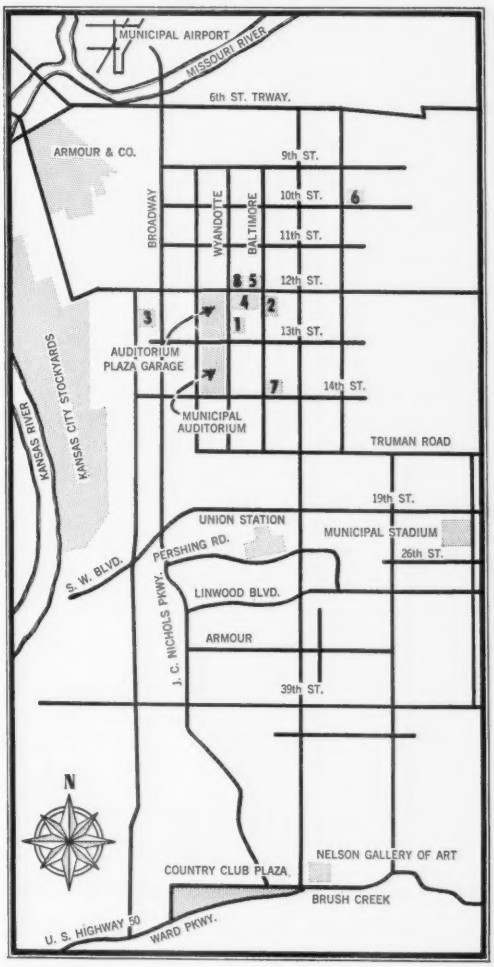
Kansas City, Missouri

December 4-8, 1961

All reservations must be sent to and cleared through AVA Housing, Convention and Visitors Bureau at the address given below. Each request must give date and approximate time of arrival, as well as the other information requested. Should it become necessary to cancel a reservation, please notify the Housing Bureau promptly. Reservations will be filed in order of date of receipt. Reservations should be made no later than November 20, 1961. Confirmation of hotel reservation will be sent to you.

	Single	Double	Twin	Suite
Aladdin	$5.00-$12.50	$ 7.50-$15.00	$11.00-$15.50	$17.00-$30.00
Dixon	$4.50-$ 8.50	$ 6.50-$11.00	$ 8.00-$14.00	
Kansas Citian	$4.00-$ 8.00	$ 5.50-$11.00	$ 7.00-$14.00	From $10.00
Muehlebach*	$8.50-$15.00	$12.00-$18.00	$15.00-$20.00	From $25.00
Phillips	$7.75-$11.00	$10.75-$14.00	$12.00-$14.50	$21.50-$36.00
Park East	$6.00-$12.00	$ 8.00-$14.00	$ 8.00-$14.00	$18.00-$50.00
President	$7.00-$10.00	$10.00-$13.00	$12.00-$16.00	$27.00-$37.50
State	$6.00-$ 9.00	$ 8.00-$12.00	$ 9.00-$14.00	$25.00

* Headquarters hotel



TO: AVA Housing, Convention and Visitors Bureau
1030 Baltimore Avenue, Third Floor
Kansas City 5, Missouri

Reserve ..... room(s) for ..... person(s): ☐ Single; ☐ Double; ☐ Twin; ☐ Suite.

Date will arrive ..... Date will depart .....

Hotels: First choice ..... Rate desired .....

Second choice ..... Rate desired .....

Third choice ..... Rate desired .....

Please print here the names and addresses of all persons who will occupy these accommodations:

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The Ship for the past thirty-eight years has been active in supporting all phases of vocational, technological and practical arts education. The Ship is the social division of the Educational Exhibitors Association. Most of our members have had the honor of receiving the "Exhibitors AVA Quarter of a Century Club Award."

The Blue Book of the industry will have their merchandise on display in the exhibit area at the Kansas City Convention Hall. You will find ethical sales personnel on duty representing responsible firms to advise you in equipping your classrooms, shops, and laboratories. You will find the latest in duplicating machines, graphic arts supplies, tools, shop supplies, machinery and text books. Your purchases make these exhibits possible.

In the convention city area, you will find excellent vocational and practical arts programs and teacher training institutions. Mr. Verne Pickens and his staff in the Kansas City, Mo., area and Mr. L. H. Falgren in the Kansas City, Kans., area will assist you in any way that they possibly can to make your visit informative and pleasant.

Those who have attended conventions in Kansas City will tell you that the hotel facilities and Convention Hall are about the finest in the country. Mark your calendar to visit this great southwest area December 4 to 8, 1961. And be sure to be present at the Ship's prize program.

—Harry W. Sears

RESEARCH

An Estimate of Quantitative Occupational Training Requirements for Indiana, 1960-70, by Jerome Moss, Jr., West Lafayette, Ind.
Purdue University, April 1960, 13 pp. (mimeo).

What Was Done. Mr. Moss, supported by a Chamber of Commerce group, estimated vocational training requirements (numerically) in Indiana in trade and industrial occupations for the decade ahead. He used data of recent trends for the country as a whole and applied these to last known (1950) Indiana figures. With national data as a chief resource, he predicted population, employed persons, increases in employed persons, replacements needed, mobility (occupational and geographical), training requirements, and applied the predictions to trade and industrial occupations and their needs for training.

What Was Found Out. Most important to any state, region, or community, Mr. Moss gives us a pattern or process for making *conservative* estimates of training needs. He indicates that a total of over four million persons will need training for vocational-industrial occupational clusters for the decade in his state. This total is categorized, in addition to clusters, into "first-time" employees needed, "into" occupational mobility, and "within" occupational mobility.

—G. L. Brandon

Seal

(from page 9)

6. **Display of Outstanding designs**
   The five outstanding designs will be displayed at the 51st Annual A.V.A. Convention, Kansas City, Missouri, December 5-8, 1961.
7. **Official adoption of emblem**
   The winner shall be confirmed by the A.V.A. Executive Committee and the design shall be declared officially adopted by the A.V.A. during the Kansas City Convention.
8. **Proprietary ownership**
   The design of the emblem which is adopted shall become the property of the A.V.A.
9. **Award**
   The person who submits the winning design will be awarded a Life Membership in A.V.A. In the event the winner is already a Life Member, a cash prize of $100 will be awarded, or he may name a person to receive a Life Membership.

Automotive

(from page 13)

ties of the auto industry to technicians employed by dealers.

This interest in up-grading is, we believe, a solid sign of progress. It is another facet of an industry which is not only growing but improving.

As evidenced by the AMA program with the Automotive Industry-Vocational Education Conference, which has been underwritten for more than ten years by the AMA, we are keenly interested in improving instruction through cooperative efforts. Materials, manuals, manpower — all can come from industry.

But from vocational educators must come the vital component—recognition. It is fair to say that the automotive industry has had its share. We are aware of the pressures under which educators work. And we are highly appreciative of your consideration in our mutual work. It is, thus, a continuation of your recognition and interest that we seek, so that the student, the curriculum, the teacher, and society may benefit.

Training

(from page 11)

and streamlining of vocational education. More on-the-job training. Improved apprenticeship programs. Closer cooperation between local firms and schools to build adequate supply of skilled labor for future years. Elimination of featherbedding practices which distort labor-market needs.

* * *

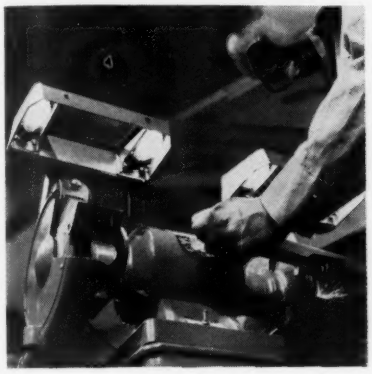
Watch for Labor Department report on skilled manpower needs. Report will be out about June 1. It will pinpoint need for five million more skilled craftsmen by '70.

It will also highlight trend of young people away from skilled trades, a development which disturbs manpower specialists.

One analyst sums up outlook this way: "Temporary unemployment for some, retraining for many, job adjustments for all."

TRADE TALK

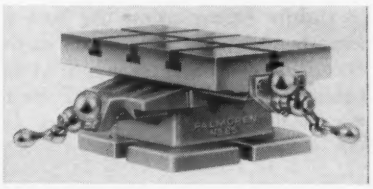
Advanced safety devices plus convenient handling of odd-shaped and long stock are features of a newly improved Walker-Turner 7-inch, ½ hp grinder developed by Rockwell Manufacturing Company. The grinder is available in both bench and pedestal models. The unit's patented "Twin-Lite" safety shields contain double-strength, shatter-proof glass to protect the operator's eyes. Inside the shields,



bayonet-type bulbs are shaded to prevent glare while illuminating the face and both sides of the wheel. Wheels are balanced to 1/10 inch-ounce. Design of the grinder is aimed at providing the greatest possible convenience in handling odd-shaped and long stock. The single-phase motor is a capacitor-start, 115/230-volt, ½ hp unit with double sealed ball bearings plus an extra seal to keep abrasive dust out. It is available in 1725 and 3450 rpm models. Three-phase motors are also available.

Dept. 1017, Walker-Turner Div., Rockwell Mfg. Co., 400 North Lexington Ave., Pittsburgh 8, Pa.

Accurate milling on drill presses is assured with the new No. 85 Dual Cross Slide Milling Table, says Palmgren Steel Products, manufacturers of a complete line of work holding devices. The new Palmgren No. 85 can be furnished with 10" x 6", or 12" x 6" table top surface. Either size has one longitudinal T-slot and three equally spaced cross slots. Transverse travel is 4½" and longitudinal travel is 6". Easy to read dials are 1¼" diameter, graduated in thousandths. Balance cranks are removable. The large square base has four mounting lugs and ⅝" keys and keyways for machine slot mounting. The heavy ribbed cross slide assures rugged performance. Dovetail slides are equipped with ad-



justable steel gibs. Acme thread feed screws are furnished with adjustable brass bushing nuts and provide ease of travel to suit operation and material.

Palmgren Steel Products, 8383 South Chicago Ave., Chicago 17, Ill.

A new, exclusive safety shop coat by Can-Pro Corp. has been designed to minimize the possibility of accident. Safety sleeves are tapered with no loose cuffs. Straight back has no belt that can catch in machinery. Safe laundry-proof metal snap fasteners open quickly in an emergency. Sewed-down micrometer or small instrument breast pocket cannot become caught in moving machinery. Designed so contents will not fall out. Angle pockets have no dangerous flaps . . . double thick bottoms for longer wear . . . exclusive design to keep chips and dirt out of pockets. Every possible hazard has been eliminated. On the practical side, the new Safety shop coat is of Mercerized and Sanforized all cotton washable material, in regular weight or light weight.

Can-Pro Corp., Fond du Lac, Wis.

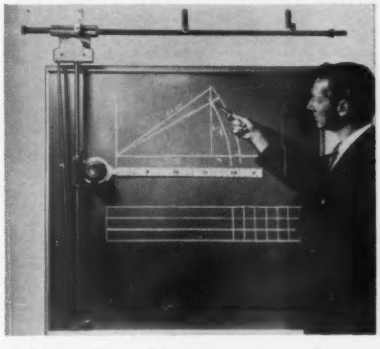
South Bend's complete line of presses, 30, 50, 75 and 100-ton Hydrolair and the 30-ton Hydraulic Laboratory, are currently being featured in a new two-color eight-page catalog (No. 6106), with complete ordering information. Specifications on all air powered Hydrolair and hydraulic presses, hot plates and accessories are listed in separate sections in detail for easy reference. Color diagrams of the "Power-Petuator" air-hydraulic intensifier provide a clear explanation of this unique, patented feature. One section is devoted to the 30-ton bench type laboratory press.

South Bend Lathe, Inc., South Bend 22, Ind.

A reference table for engineers and other executives in wall chart form has been published by Precision Equipment Co. This Conversion Chart is amazingly useful for engineers, shop men and other executives. Included are common conversions such as inches to centimeters or watts to horsepower as well as many conversions that are difficult to locate in reference manuals. (Some such examples are atmospheres to Kgs/sq. cm, cm/sec to miles/hr, cu. ft. to liters, microns to meters, quintal to lbs., etc. etc.) Chart is free for the asking.

Precision Equipment Co., 4411-E Ravenswood Ave., Chicago 40, Ill.

A new chalkboard drafting machine that speeds the presentation of complex diagrams to students, has been announced by Keuffel & Esser Co. Called the Paragon Auto-Flow, the instrument is for use in instructing mathematics, science, industrial arts and other technical subjects where fast and accurate visual presentation is required. The Auto-Flow can be mounted to any chalkboard with a horizontal guide rail across its top. The drawing arm of the machine slides along the



guide rail, making it easy to draw a straight line the entire width of the board in one continuous motion.

Keuffel & Esser Co., Third and Adams St., Hoboken, N. J.

Wyoming's Hitchcock Retires After 39 Years

Sam Hitchcock, Wyoming State Director of Vocational Education, retired July 1 after 39 years in vocational training. He began teaching in 1921 first in academic subjects and later vocational agriculture. He became State Supervisor of Vocational Agriculture in 1935, and in 1941 he was appointed to the top vocational education spot from which he retired. He is an Honorary Life Member of both AVA and NEA.

Fryklund Retires From Stout

On September 1 Dr. Verne C. Fryklund retired from the presidency of Stout State College. Dr. Fryklund held the top post at Stout for sixteen years. During that time the college experienced its greatest period of growth in its enrollment, staff and plant. Himself an alumnus of Stout, Dr. Fryklund earned degrees at Colorado College of Education, University of Missouri, and University of Minnesota. Formerly he was supervisor of vocational education

in the Detroit public schools and was a member of the Wayne University of Minnesota faculties. The retired president is the author of six professional books, a soldier in two wars, and a leader in many vocational groups.

The new president of Stout is Dr. William J. Micheels, also a Stout alumnus (1932). Dr. Micheels has been with University of Minnesota as chairman of the Industrial Education Department.

from the Public Information Committee

Public information has been an important aspect of the history of the vocational education movement in the public schools of the nation. Prior to the passage of the Smith-Hughes Act the necessity of vocational education was brought prominently to the attention of the American people by AVA's parent organization, the National Society for the Promotion of Industrial Education, and by other groups and individuals. The task was not completed in 1917 however. Public information today is unquestionably one of our imperative and commanding responsibilities. It is a responsibility that must be shared in coordinated activity by national, state and local groups.

The PIC was developed from a plan suggested by Dr. H. H. Hamlin. His suggestion resulted in the appointment of a PIC by the AVA Executive Committee, and Dr. Hamlin provided able leadership as chairman of the committee for more than three years. Thousands of pamphlets have been distributed to "publics" previously unknown to vocational education. The response of these "publics" has provided the stimulus to expand public information activities.

In the spring of 1961 the Executive Committee accepted, reluctantly, Dr. Hamlin's resignation as Chairman of PIC. At the same time the Executive Committee considered new proposals in the interests of building and maintaining a public information program. A plan of rotation of membership on the PIC will be adopted at the Kansas City Convention. This move will provide a broader geographical coverage of membership and will, in addition, provide in each state a core of experienced members of the national committee to assist state and local groups in their public information efforts.

All publics are important from the standpoint of information about vocational education, but the greatest of these is YOUR PUBLIC. The PIC will welcome information about the ways and means used by state and local groups and by individuals to provide an expanded program of information about vocational education.

Home Economics Group Meets

The executive committee of the Policy and Planning Council of the Home Economics Division of AVA met in the spring in Washington, D. C. at the AVA office. This meeting provided an opportunity to make plans 1) for carrying out the work of the division and 2) for the contribution of the division to the over-all program of AVA. This is the third yearly meeting that has been held.

Dr. Mobley reported on the work of the Program Development Committee and progress made in carrying out the legislative program of AVA. Lowell Burkett presented plans and procedures to be used in developing the 1961 convention program. Elizabeth Simpson, Home Economics Program Chairman for the convention, attended the conference and took this opportunity to discuss programs, plans and arrangements for the December meeting.

Other items on the agenda included: Significance of membership in AVA and the need for increasing membership in the home economics division. AVA and Home Economics Programs of Work: ways in which both might be implemented were discussed. Publications of special interest to Home Economics members were reviewed.

Considerable time was spent in taking care of details of organization. More than 75 members are active either as members of the Home Economics Policy and Planning Council or as committee members. This number does not include the many individuals who participate on the planning committees for the Home Economics section meetings at the AVA Convention. Such participation by members, in a carefully planned organizational pattern, is made possible through the special meetings of the Steering Committee.